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ABSTRACT

This document consists of the six issues of "ESL Magazine" published during 1998. This journal for English-as-a-Second-Language (ESL) professionals includes the following articles during this period: "The Internet in the Classroom" (Christine Meloni); "Trippingly on the Tongue: Putting Serious, Speech/Pronunciation Instruction Back in the TESOL equation" (Joan Morley); "TESOL '98 Preview" (Kathleen R. Beall); "Korean Students in the United States" (Marc van der Woude); "The Mouse Replaces the Pencil: TOEFL Goes Electronic" (Effie Papatzikou Cochran); "Accuracy vs. Fluency: Which Comes First in ESL Instruction?" (Miriam Eisenstein Ebsworth); "Russian Immigrants in the ESL Classroom: Success, Motivation, and Acculturation" (Michael Berman); Developing Active Vocabulary: Making the Communicative Connection" (Jayme Adelson-Goldstein); "Dave Sperling: A Man with a Virtual Passion" (George H. Clemes, III); "Arab Students in the U.S.: Learning Language, Teaching Friendship" (Paul Kwilinski); "The Expanding Role of the Elementary ESL Teacher: Doing More Than Teaching Language" (Jodi Crandall); "Going Corporate: Teaching English in the Workplace" (Faith Hayflich); "Learning to Listen" (Marc Hegelsen); "Haitian Students in the U.S." (Roger Savain); "Carolyn Graham: A Conversation with the Creator of Jazz Chants" (Marilyn Rosenthal); "Without Slang and Idioms, Students are 'In the Dark'!" (David Burke); "Homestay: Highlights and Hurdles" (Doug Ronson); "Has Whole Language Failed?" Stephen Krashen); "Literature for Language Learning" (Mary Lou McCloskey); "EFL Positions: Finding the Right Job" (Karen Asenavage, Bob Hunkin); and "Chinese ESL Students in the U.S." (Frank Tang, Helene Dunkelblau). (MSE)

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Korean Students in the United States

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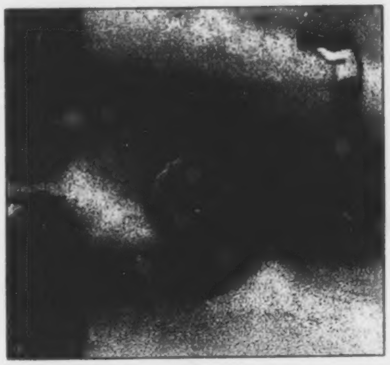

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Who's Reading *ESL Magazine?*

James E. Alatis
Distinguished Professor of Linguistics and Modern Greek at Georgetown University, Washington, DC and Executive Director Emeritus of TESOL.

See us at Booth #916 at TESOL'98!

Check out our web site at www.eslmag.com!

In our next issue:
- standardized testing
- integrating accuracy and fluency
- teaching Russian students
- and more!

Welcome to the Premier Issue of *ESL Magazine!*

Allow us to introduce ourselves; we are a new publication in the world of English as a Second Language called *ESL Magazine!* We started this magazine with the aim of serving ESL/EFL professionals with a quality publication that combines informative articles by recognized industry leaders, refreshing publication design and information about the latest ESL/EFL products and services. If you find this combination is an asset to your profession, *spread the word!*

We're kicking off with a look at the ever-changing world of cyberspace. Christine Meloni connects us to the Internet, an invaluable tool and resource for ESL/EFL teachers. She shares practical examples of how the Internet can be used successfully in the classroom. Joan Morley welcomes speaking and pronunciation back into the mainstream of ESL/EFL instruction and offers a paradigm for communicative pronunciation teaching.

Also included is a look at trends among Korean students as well as a preview of the upcoming TESOL'98 conference.

We welcome your feedback on our articles and our publication in general. Your letters may be published in a forthcoming "Letters to the Editor" department. Simply write us or e-mail us at eslmagazine@compuserve.com. Best wishes for a successful and rewarding 1998. We hope to be of service to you.

Marilyn Rosenthal

Marilyn Rosenthal, Ph.D.
Editorial Director

ESL MAGAZINE

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Conference Calendar

January 1998

- **22-24 Thailand TESOL (ThaiTESOL),** Songkhla, Thailand. Contact Naraporn Chan-Ocha, 66-2-218-6027, fflnnco@chulkn.car.chula.ac.th.
- **27-28 TESOL Ukraine**, Vinnytsia, Ukraine. Contact Svetlana Chuhu, 380-432-276375, Chugu@tesol.vinnica.ua.
- **31 Inland Empire TESOL/CLAD Conference,** University of California, Riverside. Contact Stacy Sweeny, 909-787-4346, ssweeney@ucx.ucr.edu. Expected attendance: 140.

February

- **21 Hawaii TESOL Roundtable,** Brigham Young University, Laie, Hawaii. Contact Brent A. Green, 808-293-3358, greenb@byuh.edu. Expected attendance: 150.
- **24-28 National Association for Bilingual Education (NABE) 27th Annual International Bilingual/Multicultural Education Conference,** Dallas, Texas. Contact 202-898-1829, NABE@nabe.org. Expected attendance: 8,000.

March

- **9-12 International Language Testing Association (ILTA).** Language Testing Research Colloquium (LTRC), Monterey, California. Contact Dariush Hooshmand. http://www.surrey.ac.uk/ELI/ilta/ilta.html.
- **14-17 American Association for Applied Linguistics (AAAL) Annual Conference,** Seattle, WA. Contact Matt Howe, 612-953-0805, aaaloffice@aaal.org. Expected attendance: 1,000+.
- **17-21 Teachers of English to Speakers of Other Languages (TESOL) Annual Conference,** Seattle, WA. Contact TESOL, 703-836-0774, conv@tesol.edu. Expected attendance: 7,500.
- **19-21 National Council of Teachers of English (NCTE). NCTE Spring Conference,** Albuquerque, New Mexico. Contact NCTE, 1111 W. Kenyon Rd., Urbana, Illinois 61801-1096. 217-328-3870.
- **25-27 TESOL Arabia Conference,** Al Ain, United Arab Emirates. Contact: Barbara Kelly, 971-3-5046208, bkelly@hct.ac.ae. Expected attendance: 600.
- **26-29 3rd Pacific Second Language Research Forum (PacSLRF 98),** Tokyo, Japan. Contact Peter Robinson, Aoyama Gakuin University, 4-4-25 Shibuya, Shibuya-ku, Tokyo 150, Japan, peterr@cl.aoyama.ac.jp. Expected attendance: 500.

April

- **15-18 32nd International Association of Teachers of English as a Foreign Language (IATEFL) Conference,** Manchester, UK. Contact Jill Stadjuhar e-mail 100070.1327. Expected attendance: 1,500.
- **2-4 Tennessee TESOL (TNTESOL) Conference,** Knoxville Hilton, Knoxville, Tennessee. Contact Margi Wald, 423-974-4890, mwald@utk.edu. Expected att. 150.
- **17 Louisiana TESOL (LATESOL) Conference,** New Orleans, Louisiana. Contact Jo Ann Robisheaux 504-549-5275, jrobisheaux@selu.edu. Proposal deadline March 1. Expected attendance: 100.
- **3-4 Illinois TESOL-BE (ITBE) 24th Annual State Convention,** Chicago, IL. Contact Fran Michalski, 312-996-8098, michalsk@uic.edu. Expected attendance: 800.
- **23-26 California TESOL (CATESOL) Annual Conference,** Pasadena, California. Conference Hotline: 626-583-4358. Expected attendance: 2,500.
- **25 Eastern Pennsylvania TESOL (PennTESOL-East) Conference,** Philadelphia, PA, Contact Tobie Hoffman, 215-473-4430, fax 215 895-6775, hoffmatl@duvm.ocs.drexel.edu. Proposal deadline: Mar. 20. Expected attend.: 300.

May

- **7-9 Florida Sunshine State TESOL Annual Conference,** Ft. Lauderdale, FL. Contact Judy Jameson, 352-331-4318, judy@cal.org. Proposal deadline: March 15. Expected attendance: 600.
- **20-21 New Jersey TESOL/Bilingual Education (NJTESOL/NJBE) Spring Conference,** East Brunswick, New Jersey. Judith B. O'Loughlin, 201-652-4555, joeslteach@aol.com. Expected: 700+.
- **20-23 Centre for Research on Language Teaching and Learning (CREAL), Canadian Association of Applied Linguistics (CAAL) International Congress,** Ontario, Canada. Contact Chantel Dion, 613-520-2600, Expected attendance: 400.

June

- **24-27 Association for Language Awareness (ALA).** Quebec,Canada. Contact Joyce M. Angio, 418-659-6600, Expected attendance: 125.

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INS Receives Record Number of Applications in 1997

The U.S. Immigration and Naturalization Service received more than 1.6 million applications for naturalization in 1997—a 34% increase from 1996. INS completed processing 700,000 of the applications—the largest annual total with the exception of 1996—and swore in 569,822 new American citizens.

Baltimore TESOL Renamed

After 17 years as Baltimore TESOL (BATESOL), this organization has now become Maryland TESOL. "This new name will help us better accommodate the entire state of Maryland, not just the Baltimore area," said Maryland TESOL president Jill Basye. The TESOL affiliate has about 150 members.

Berlitz Acquires ELS Language Centers

Berlitz International, Inc. has acquired ELS Educational Services, Inc., a privately held provider of intensive English language instruction, in a stock acquisition for a cash purchase price of $95 million.

ELS Language Centers owns and operates 25 language centers in the United States and one in England and has operated a franchise program in 16 countries. Consolidated revenue for ELS Language Centers for the 12 months which ended December 1996 was $62.6 million.

Berlitz is the world's largest language services firm with operations in 38 countries. Berlitz offers intensive English instruction programs through its *Berlitz On Campus™* division which operates ten centers in the United States and one in Canada.

"We are extremely excited about the strengths and depth that ELS (Language Centers) brings to Berlitz," stated Mr. Hiromasa Yokoi, Vice Chairman, Chief Executive Officer and President of Berlitz. "ELS (Language Centers) has a solid brand, an exceptional reputation as a service provider and an extensive network of company owned and franchised centers and sales representatives that are strategically located around the world. These beneficial factors will allow us to maintain the ELS Language Centers name and build on the valuable relationships established during its 35-year history."

Perry S. Akins, *President, ELS Language Centers*

Commenting on the acquisition, ELS Language Center president and CEO Perry S. Akins stated, "Our partners around the world should feel confident that Berlitz will continue ELS Language Centers' commitment to excellence."

Top 50 U.S. Foreign Languages

The 1990 Census found that nearly 32 million of the 230 million people in the USA older than five spoke a language other than English in their homes. Nearly 21% of those people said they did not speak English well or at all. The following is a list of the 50 most common foreign languages spoken in the USA, the number of speakers and the percentage of foreign language speakers who say they don't speak English well or at all.

Rank	Language	Number of Speakers	Don't speak English well/at all
1	Spanish	17,339,172	26%
2	French	1,702,176	9%
3	German	1,547,099	7%
4	Italian	1,308,648	12%
5	Chinese	1,249,213	30%
6	Tagalog	843,251	7%
7	Polish	723,483	14%
8	Korean	626,478	30%
9	Vietnamese	507,069	28%
10	Portuguese	429,860	23%
11	Japanese	427,657	21%
12	Greek	388,260	11%
13	Arabic	355,150	11%
14	Hindi (Urdu)	331,484	9%
15	Russian	241,798	27%
16	Yiddish	213,064	8%
17	Thai (Laotian)	206,266	28%
18	Persian	201,865	12%
19	French Creole	187,658	22%
20	Armenian	149,694	26%
21	Navajo	148,530	15%
22	Hungarian	147,902	9%
23	Hebrew	144,292	5%
24	Dutch	142,684	4%
25	Mon-Khmer	127,441	43%
26	Guharati	102,418	12%
27	Ukrainian	96,568	14%
28	Czech	92,485	6%
29	Pa. Dutch	83,525	6%
30	Miao (Hmong)	81,877	46%
31	Norwegian	80,723	5%
32	Slovak	80,388	7%
33	Swedish	77,511	4%
34	Serbo-Croatian	70,964	13%
35	Kru	65,848	3%
36	Romanian	65,265	17%
37	Lithuanian	55,781	9%
38	Finnish	54,350	6%
39	Punjabi	50,005	15%
40	Formosan	46,044	21%
41	Croatian	45,206	9%
42	Turkish	41,876	14%
43	Bocano	41,131	20%
44	Bengali	38,101	8%
45	Danish	35,146	15%
46	Syriac	35,146	15%
47	Samoan	34,914	10%
48	Malayalam	33,949	8%
49	Cajun	33,670	7%
50	Amharic	31,505	11%

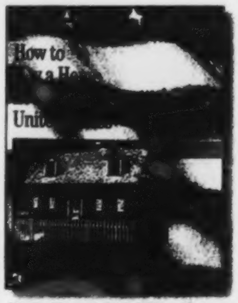
Source: U.S. Census Bureau

Michigan TESOL Wins ESL Endorsement Debate

In July 1997, after 15 years of debate, the Michigan Board of Education voted to accept the MITESOL proposal for an English as a Second Language endorsement for K-12 educators in Michigan.

This endorsement will recognize certified teachers whose experience or coursework meets the ESL Teacher Competency Guidelines. The endorsement is optional, however, in order to protect the jobs of many ESL teachers who are effective teachers although they may not qualify for an official endorsement. This optional status is a compromise between the Board and MITESOL after a long dispute.

The Fannie Mae Foundation Produces ESL Workbook on Home Buying



The Fannie Mae Foundation has produced a new guide to help students learn both the English language and the home buying process. *How to Buy A Home in the United States* is a one-of-a-kind educational tool specifically designed for ESL programs across the country.

"This is a unique tool to help ESL learners get on the path to home ownership as they learn English," said Lidia Soto-Harmon, Director of Targeted Outreach Programs at the Fannie Mae Foundation.

Developed by the Fannie Mae Foundation in collaboration with the Center for Applied Linguistics (CAL), the ESL guide includes a teacher's guide and student workbook, both available for free. The materials provide practical knowledge about home ownership as they promote English reading, writing, listening and speaking skills for intermediate to advanced learners of ESL. In addition, the user-friendly workbook includes vocabulary lists, writing exercises, grammar reviews, sample documents and a glossary.

How to Buy A Home in the United States is currently being implemented in New York, Boston, Washington, DC, San Diego and Santa Ana, California. "This is a concept that my students will use down the road," said Jose Gonzalez, ESL Coordinator for the Spanish Education Development (SED) Center in Washington, DC. "The students have the potential to buy a home, but one of their obstacles is learning the English language. If we can provide them with the skills in both areas, home ownership and English, we can do wonders for them."

To order a free copy of *How to Buy A Home in the United States*, call 1-800-544-9224.

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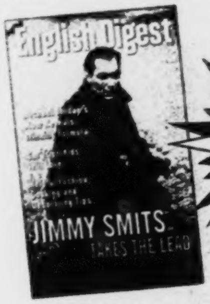

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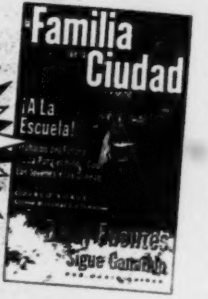

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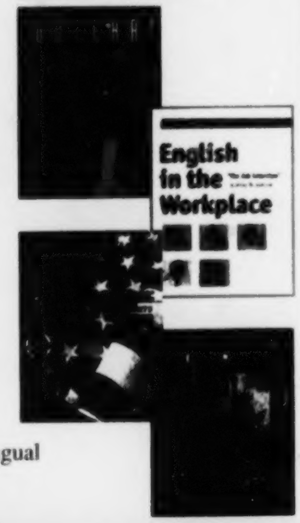

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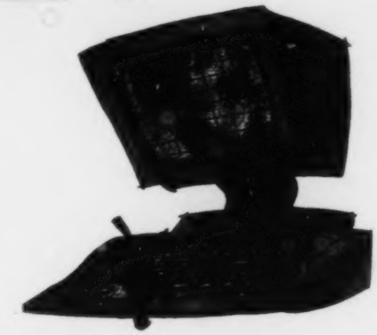

A Valuable Tool and Resource for ESL/EFL Teachers

BY CHRISTINE MELONI

SL/EFL teachers are known for their innovation. When a new method or approach comes along, we explore and discuss it, and we sometimes adopt it, partially or completely. It is probably safe to say that most ESL/EFL teachers have an eclectic approach, integrating the best elements of several approaches.

For the past several years teachers have been talking about computers. The discussion first centered on the use of computers as word processors, asking questions such as, "Should students use the computer for writing assignments?" The debate is essentially over now with teachers accepting the computer as a valuable tool for developing students' writing skills. It has proved a boon in particular to the popular "process approach" to teaching composition.

Now the discussion has shifted to the Internet. The debate over the value of the Internet for ESL/EFL teachers and students is far from over; in fact, it is just beginning. Is the Internet just another bandwagon? If reluctant teachers wait, will interest in it simply go away?

Most teachers who have ventured into cyberspace are enthusiastic about the wonderful learning opportunities offered to ESL/EFL students, as well as the valuable resources for teachers. They are encouraging their colleagues to jump on the bandwagon. There are several common reasons for this Internet enthusiasm.

Increased Student Motivation
Many students love computers. Unlike some teachers, students feel comfortable with computers and are very receptive to any learning activities that involve the computer. Increased motivation leads to increased language use which leads to improved proficiency.

> "Technology will not replace teachers... teachers who use technology will probably replace teachers who do not."

Authentic Language
When a writing activity is truly communicative, as e-mail projects are, the language is authentic. The students are not going through the motions of an artificial exercise. They are communicating because they need and want to communicate. Most of the information on the World Wide Web has been written in English by native speakers. The Web is, therefore, a rich source of authentic reading materials in English.

Global Awareness
Information can be exchanged easily between people in different corners of the world, connecting students around the globe. For example, communication between students in New York and Tokyo can be swift and smooth. Students attest that this kind of communication increases global understanding.

Environmental Friendliness
Use of the Internet can decrease the amount of paper used in the classroom. Much of the writing can be done on the computer. Web sites can replace some printed materials thereby conserving natural resources.

Despite the benefits touted by the Internet believers, not everyone is ready to board the Internet bandwagon. Some teachers have convinced themselves that the Internet is a waste of precious time. Others harbor a certain curiosity and would like to learn more about the possibilities but feel that they just cannot invest the time to learn about what is available and keep up with frequent changes.

Surveys, however, have shown that fear is the main reason many teachers shy away from the Internet and why they tend to ignore the computer revolution that is rapidly spreading into all areas of daily life. One of the fears is a fear of technology itself. Teachers from non-technical backgrounds are worried that they will not be able to master the new technology. But ESL/EFL teachers all over the world are amazing themselves by quickly learning the basic skills needed for computer-assisted language learning and are progressing rapidly beyond the basics.

Another fear that teachers have is that computers will replace them. It is true that computers can now do many things that teachers can. Language learning is, however, a very human experience and human teachers will always be needed in the classroom.

The computer revolution, however, seems irreversible, and, as Ray Clifford of the Defense Language Institute put it, "Technology will not replace teachers...teachers who use technology will probably replace teachers who do not."

ESL/EFL teachers cannot ignore the Internet. They must be aware of its potential and how their colleagues are using it. Everyone must remember, however, that technology should never be used just because it is there. Technology must be used only when it enhances the language learning experience. If the computer offers students something that they cannot obtain from an in-class communicative activity, then the use of technology is appropriate. When the computer is simply a poor substitute, its use is not acceptable.

ESL/EFL teachers can make use of the two most popular features of the Internet, electronic mail (e-mail) and the World Wide Web. Get involved! Discover how you can maximize this resource to teach English.

E-MAIL PROJECTS

English teachers around the world are finding creative ways to use e-mail in their classes. They are discovering that e-mail projects can truly help students improve their writing and reading skills. The communication in e-mail projects can involve the teacher and each student individually, two students, small groups of students within a class or groups of students in more than one class.

Dialogue Journals

Dialogue journals are a popular means of improving the writing fluency and reading comprehension of students. Students write in their journals in class or outside of class. The teacher then collects the journals and

INTERCLASS E-MAIL PROJECT

The International Writing Exchange

BY RUTH VILMI, HELSINKI, FINLAND

In 1993 I founded what is known as the HUT E-Mail Writing Project. Since that time, many ESL/EFL teachers and students from all over the world have been involved in collaborative writing activities. The most popular and lasting of such activities has been the International Writing Exchange, or IWE.

The IWE is very flexible, allowing for any number of classes to join for any length of time. A class can take part for one month or for many years and can start at any time of the year because each module lasts only four weeks. While the participants of IWE are primarily university students, this activity could easily be adapted for elementary or secondary school students.

First Week

In the first week of every cycle, students write an article on a topic from a list prepared by their teacher or they may choose their own topic. These articles are then e-mailed to a special address, and are subsequently published on HUT web pages, on other participating Web sites and in local newsgroups.

IWE students Pena (t) and Mikko (b).

Students then choose some of other students' articles to read and offer their comments. The most popular topics have been abortion, drinking habits, gender discrimination, TV violence, family and marriage, alternative energy sources and the legalization of drugs.

Second and Third Weeks

In the second and third weeks, students give feedback on each other's articles, commenting on style and content according to established guidelines available online and prepared by IWE teachers.

Students give and receive feedback in many forms: a) from their classmates and possibly from their class teacher before sending their work to be published; b) from other students; and c) from their class teacher after the final draft.

After reading the articles, students work in local groups to consider which articles were the most successful and then publish a summary of effective writing criteria. They can then revise their own articles and create more effective articles during the next cycle. Sometimes students vote on the best articles, and the winners are published in a journal.

Fourth Week

In the final week, students meet for a conference online in the HUT Virtual Language Centre. The discussions take place in an informal, friendly atmosphere where students have a chance to get to know each other and sometimes form strong and lasting friendships.

Benefits

With the IWE, students have a wide audience and receive feedback from international peers, so they are motivated to write well. They exchange ideas with students globally, rather than writing only for their own teacher. They learn about other cultures directly, rather than second hand. They read and write much more than in conventional language courses. The IWE also avoids the inevitable disappointments experienced with keypal projects when individual students drop out or miss deadlines.

Student Comments

All students taking part in the IWE are required to evaluate the course. Below is part of an evaluation done by an Egyptian student from Cairo University in 1996.

"I realize very well the importance of the Hut project. The most important point is that we communicate with foreign people. Through their articles we learn a lot about their culture, traditions and way of education; for example, by reading others' articles we notice their English language, way of writing, beliefs, traditions and points of view.

Also, by sending our articles to them we gain a lot; for example, we benefit from their comments as it opens our minds to others' beliefs, points of view and traditions, as we are not alone in this world.

What also makes me happy is the feeling that we have a lot of friends in different countries, something that never makes us feel bored as we are dealing with different mentalities which is very interesting."

For questions about the IWE or any other HUT projects, contact Ruth Vilmi at rvilmi@cc.hut.fi.

Ruth Vilmi teaches English at the Helsinki University of Technology, Helsinki, Finland.

responds to the student entries. Since the focus is on communication, the students write on topics of their own choosing, and their grammar and spelling errors are not pointed out.

Dialogue journals may easily become electronic, with students sending the teacher their journal entries via e-mail rather than in a paper notebook. This type of e-mail writing assignment is an excellent way to ease students into sharing their writing electronically.

Keypals

Writing to a penpal has long been an interesting activity for children. Having a "keypal" (an electronic penpal) is even more fun because of the immediacy of the communication. Teachers can pair their students with keypals either within their own class or from another class. They may ask students to gather information and write on specific topics or allow students to choose their own topics.

One-to-one exchanges can be very effective if both participants are actively involved. If teachers do not know a colleague whose class would like to participate in this activity, there are web sites that provide individual names and classes of students who are looking for keypals.

It should be pointed out that keypals need not be limited to elementary and secondary school students. Language learners of all ages enjoy communicating in the target language via e-mail.

Within their own classes, teachers can divide students into groups for e-mail communication. For example, if the class is reading a collection of short stories, after the students finish a story, they can write a summary and a critique of it to send to the other members of their group via e-mail. Small groups of four or five students work well.

Although it may seem artificial for students to write to classmates with whom they could easily communicate face-to-face, intraclass e-mail projects can be effective in helping the students improve their writing and reading skills in English. It also gives shy students an opportunity to participate as much as the more outgoing ones.

Of course, it is exciting for students to communicate with students in other places. It might be another school in the same city or a school on the other side of the world. If the participants come from different cultures, the experience will be more stimulating and enriching for all of the students.

The HUT E-Mail Writing Project and the Cities Project are two examples of interclass e-mail projects carried out by students in different cities. While these projects were originally designed for university students, they could easily be adapted for use with students at any level of education—elementary, secondary, university or adult education.

Finding Keypals and Partner Classes

E-Mail projects give students incentive to write more clearly and accurately.

If you are looking for individual keypals for your students or another class for a collaborative project, look first among people you know. If you do not know anyone who would like to join you, don't despair. You should be able to find a match at one of the following web sites:

Kenji Kitao's Keypals
http://ilc.doshisha.ac.ip/users/kkitao/online/www/keypal.html

E-Mail Classroom Exchange
http://www.iglou.com/xchange/ece/index.html

E-Mail Key Pal Connection
http://www.comenius.com/keypal/index.html

Guidelines for a Successful E-Mail Project

1. Choose a Partner Class Wisely
In considering an e-mail project, the choice of partner classes is crucial. The participating teachers should have compatible class schedules, similar course goals and students at comparable proficiency levels. It is also essential that all students participate in the project.

2. Plan Carefully
While the benefits of e-mail projects can be significant, teachers must plan them with great care. Before you begin an e-mail project, you might want to read Thomas Robb's very interesting web article on this subject, "E-Mail Keypals for Language Fluency" at http://www.kyoto-su.ac.jp/~trobb/keypals.html.

3. Use Proper Etiquette
Another useful site to prepare you for your project is the Netiquette Home Page. You will find the rules of Netiquette at http://www.fau.edu/rinaldi/net/elec.html. Students should read this page carefully so that they do not commit any faux pas when dealing with students whom they do not know.

HUT E-Mail Writing Project

EFL instructor Ruth Vilmi at the Helsinki University of Technology in Finland founded the HUT E-Mail Writing Project in 1993. Since then many students in Finland, Norway, France, the Czech Republic, Egypt, Korea, Japan, Hong Kong and the United States have taken part in HUT collaborative writing activities.

Students have collaborated via e-mail on writing research papers, designing robots and proposing solutions for environmental problems. *(See interclass e-mail project on p. 11.)*

The Cities Project

An interesting spin-off of the HUT E-Mail Writing Project is the Cities Project developed by Andrew Hess, an instructor at the New York University in New York City.

Hess invited instructors Ron Corio at Virginia Commonwealth University in Richmond, Virginia and Christine Meloni at The George Washington University in Washington, DC to develop an e-mail project for their high intermediate ESL students. The project involved student collaboration via e-mail on a three-city travel guide.

Classes in New York, Washington, DC, Paris, Trondheim, and Hong Kong participated in a second Cities Project. In addition to creating a travel guide, the classes sent each other "culture packages" by snail mail that included such items as city maps, postcards, newspapers, tapes (both audio and video) and other memorabilia.

More detailed information about the initial Cities Project and subsequent projects (including culture packages) can be found at Andrew Hess's web site: *http://www.nyu.edu/pages/hess/cities.html.*

E-Mail Discussion Groups

Students can also sign up for electronic discussion groups. They will receive all of the messages posted to the group by the other subscribers and they can post their own messages as well.

- ESLList

This list was created for ESL/EFL students between the ages of 11 and 16. Participants can write on topics of their own choosing. To subscribe, send an e-mail message to: macjord@oxnar-dsd.org. In the message area write "subscribe ESLList" followed by your name.

- SL-Lists

This list is open to ESL/EFL university students. Students may sign up for one or more of the following topic lists: Chat-SL, Discuss-SL, Business-SL, Engl-SL, Event-SL, Movie-SL, Music-SL, Scitech-SL and Sport-SL. For information, send an e-mail message to: listserv@lugb.latrobe.edu.au. In the message area write "info ENGL-SL". Or visit the SL-Lists web site at *http://www.latrobe.edu.au/www/education/sl/sl.html.*

THE WORLD WIDE WEB

New sites are popping up on the Web at an amazing rate. Many of these sites can be very useful for students who want to improve their proficiency in English. The Web is a gold mine of materials for ESL teachers.

A major advantage of the Web is accessibility. It is available 24 hours a day. In addition, while textbooks cost money, materials on the Web are generally available free of charge.

There are sites created specifically for English language learners as well as sites for native speakers that are valuable for ESL/EFL students. Let's first look at some excellent sites that have been developed for ESL/EFL students.

Sites Designed for ESL/EFL Students

READING

▶ Fluency Through Fables

At this site your students will find a short fable to read. After reading the fable, they can complete a variety of activities: vocabulary matching, a true or false comprehension exercise, vocabulary completion and written discussion. They can then use the index to find other fables and accompanying activities. *http://www.comenius.com/fable/index.html*

▶ U.S. Holidays Page

Students are very interested in holidays. At this site they can read about the following holidays: Halloween, Thanksgiving, Martin Luther King Day, Groundhog Day, Valentine's Day, St. Patrick's Day, Passover,

How to Search the World Wide Web

The World Wide Web has been defined in various ways, but the most common image conjured up in the minds of educators is that of a virtual library with constantly expanding resources.

Searching the Web

If you do not have specific web addresses (URL), you need to use a search engine to find the information you want. Some of the most popular search engines are the following:

YAHOO
http://www.yahoo.com

ALTA VISTA
http://www.altavista.digital.com

HOTBOT
http://www.hotbot.com

INFOSEEK
http://www.infoseek.com

LYCOS
http://lycos.cs.cmu.edu

WEBCRAWLER
http://webcrawler.com

Do not expect searching to be as effortless as searching a library's online catalogue. Search commands may seem as illogical, and, unfortunately, there is not a lot of uniformity in commands among the various search engines.

Another problem is the lack of stability of sources. A web page may be here today and gone tomorrow. Perhaps the creator decided to move it to another address or remove it completely.

Evaluate What You Find

Evaluation of information on the Web is a serious issue. Since virtually anyone can write anything on the Web, one needs to exercise caution in accepting what one finds. It is important to verify the source although in many cases this is not easy or even possible.

Creating Bookmarks

When you have found reliable sources that you like and that you find yourself returning to often, create "bookmarks" (a list of favorite sites) so that you will not have to search for the URL every time.

BEST COPY AVAILABLE

CLASS WEB PROJECT

"Famous Personages in Japan"

BY THOMAS ROBB, KYOTO, JAPAN

The "Famous Personages in Japan" project is a web site that my university students produced as a class project. The web site consists of approximately 200 descriptions of current personalities in Japan including musicians, politicians, sports figures, TV and movie personalities and writers.

The idea for this project came from my own need, as an American teaching in Japan, to learn more about Japanese culture, and as a way for my students to write something that was more than the "standard" composition which is normally written, re-written and then forgotten.

Thomas Robb's class.

The project started three years ago when I assigned each student in my class of 25 to write on three people of their own choosing. Once the compositions were written to my satisfaction, the students converted them to HTML for posting to the Web, using a simple template as a model.

In addition to the biographical sketch itself, each piece included a listing of the students' sources and the name of one other student who vouched for the accuracy and completeness of the piece. A clickable e-mail address was also included. This turned out to be one of the best aspects of the project since my students, much to their delight, soon began receiving unsolicited e-mail from around the world!

This project was a great success due to its simplicity and the fact that it allows for a gradual accumulation of information that is of genuine value to a specific audience—those who want to find out more about Japanese personalities in English. Even now there are many entries for which no other information exists on the Web in English, if the results of my searches with the various search engines are accurate.

Successive classes have added more pages and have revised the older pages to keep them current. Teachers at other schools have also had their own students write contributions to the project.

As guidelines for other teachers desiring to produce a class web page project, I would recommend the following:

1. All pages should center on a specific, narrow topic.
2. The information presented should be new to the web.
3. The content of individual pages should be limited so that students can finish them in a timely fashion.
4. The pages should have a unified design.
5. Most importantly, the topic should be of interest to the students themselves.

View the "Famous Personages in Japan" web site at http://cc2000.kyoto-su.ac.jp/information/famous/index.html.

Thomas Robb, Ph.D. teaches English at Kyoto Sangyo University in Kyoto, Japan.

Easter and Memorial Day. *http://www.aec.ukans.edu/LEO/holidays/holidays.html*

WRITING

▶ Purdue's Online Writing Lab

This site offers instructional handouts on subjects such as punctuation, spelling, writing research papers and citing sources. Originally created for native speakers, it has a special section for ESL students that includes explanations about the use of articles and the use of prepositions in English. *http://owl.English.purdue.edu*

▶ Dave's Graffiti Wall

Send your students to this site to write on the Graffiti Wall. *http://www.pacificnet.net/~sperling/wall.html*

VOCABULARY

▶ Dave's ESL Slang Page

Why are students always eager to learn slang? Probably because it makes them feel more a part of the target culture. This slang page is very useful for students who want to be more "hip" when speaking English. *http://www.eslcafe.com/slang*

▶ Weekly Idiom Page

This site features a new idiom every two weeks. Each new idiom is given with its definition and a sample dialogue. *http://www.comenius.com/idiom/index.html*

▶ Toon In to Idioms

Students will find this site attractive. They will find an idiom along with an amusing illustration and a sample dialogue that they can listen to if their computer has speakers. *http://www.elfs.com/2nInX-Title.html*

▶ Crossword Puzzles for ESL Students

This site is a new project undertaken by the *Internet TESL Journal*. It currently has four puzzles and is soliciting volunteers to create additional ones. *http://www.aitech.ac.jp/~iteslj/cw*

GRAMMAR

▶ Grammar Safari

An adventure-packed site! Students can participate in hunting activities such as "Hunting adjective clauses in *Little Women*" and "Hunting past perfect verbs in a magazine article." *http://deil.lang.uiuc.edu/web.pages/grammarsafari.html*

▶ Professor TOEFL's Fun Page

Professor TOEFL will respond to your students' questions about English grammar. *http://www.slip.net/~caa*

▶ Self-Study Quizzes for EFL Students

This site is another project of *The Internet TESL Journal*. Students can take grammar quizzes in a variety of subject areas such as holidays, sports and culture. The quizzes are graded on the spot. *http://www.aitech.ac.jp/~iteslj/quizzes*

Lists of Links

The sites mentioned above are just a sampling of the ESL sites on the Web. To locate additional web pages of interest, go to the following sites that have continually updated lists of links: Volterre Web Links, Linguistic Funland, the ESL Study Hall and Dave Sperling's ESL Links Page for Students. *(See addresses on p. 16.)*

Access to the Web opens a world of opportunities for ESL/EFL students of all ages.

Interesting Sites Not Specifically Designed for ESL/EFL Students

ESL/EFL students can also benefit from sites designed for native speakers. Here are some suggestions.

READING

The vast majority of web sites use English which is a tremendous advantage for ESL teachers and students. Authentic materials for reading are, therefore, plentiful. Naturally, not everything is suitable, but wonderful materials are not difficult to find.

▶ CNN

This is a marvelous source of current, authentic reading materials. In addition to the latest news stories, students will find interactive news quizzes. *http://www.nmis.org/NewsInteractive/CNN/Newsroom*

▶ Newspapers & Magazines Online

Newspapers and magazines have long been popular sources of authentic materials for ESL/EFL. Teachers can now find online versions of *USA Today, The New York Times, The Wall Street Journal, The Washington Post, Time, Business Week, Life* and many others. *(See addresses on p. 16.)*

▶ Literature Online

Teachers can find online libraries that contain complete texts of many books. Imagine sitting at your computer and finding books without leaving your desk! Some well-stocked virtual libraries are the Online Books Page, the Internet Public Library and the Children's Literature Web Guide. *(See addresses on p. 16.)*

WRITING

▶ Kidproj

This is an extensive and well-organized web site maintained by teachers and youth leaders who design and oversee projects, particularly collaborative writing activities for children between the ages of 10 and 15. Projects include The KIDPROJ Multi-Cultural Calendar, Holiday Legends, Poems and Stories from Around the World, the KIDPROJ Online Magazine, and the Multi-Cultural Recipe Book. *http://www.kidlink.org/KIDPROJ*

▶ The Electric Postcard

Your students can send an electronic postcard to anyone in the world who has an e-mail address. This site offers a nice selection of postcards to choose from. *http://postcards.www.media.mit.edu/Postcards*

VOCABULARY

▶ The Word Wizard

The Word Wizard will answer your students' questions about words. He also offers amusing word contests. ESL students will probably like best the Wizard's Slang Street where they will find slang words related to talking, sleeping, eating and drinking. *http://www.wordwizard.com*

▶ Focusing on Words

This is a very advanced vocabulary site. Students will find vocabulary quizzes and stories about words. *http://www.wordfocus.com*

Teacher Resources on the Web

Resources for teachers on the Web are numerous, so it is difficult to present a complete list when space is limited. The following are important sites for ESL/EFL teachers.

▶ National Clearinghouse for Bilingual Education

Among NCBE's many offerings are hundreds of links to web pages on language and education issues, lesson plans and other practical classroom information. *http://www.ncbe.gwu.edu*

KAEDEN BOOKS
A WORLD OF DISCOVERY
DISCOVER OUR EXCITING NEW BOOKS FOR ESL PROGRAMS AND AT-RISK READERS
NATURAL LANGUAGE TEXT
SEE OUR NEW CATALOG
1-800-890-READ
1-216-356-0030
outside continental United States

▶ Ask ERIC Virtual Library
This site offers lesson plans and information guides. Of particular interest is the AskERIC Toolbox, which offers links to sites on the Internet where teachers can find information on educational technology and other subjects. *http://ericir.syr.edu/Virtual*

▶ ERIC Clearinghouse on Languages and Linguistics
This is the home page of the ERIC Clearinghouse on Languages and Linguistics, located at the Center for Applied Linguistics in Washington, DC. *http://www.cal.org/ericll*

▶ Internet TESL Journal
This is a monthly web journal for ESL teachers. One can find many excellent articles at this site related to diverse aspects of language teaching. *http://www.aitech.ac.jp/~iteslj*

▶ TESOL
This is the home page of the professional international Teachers of English to Speakers of Other Languages (TESOL) organization. The "Wandering the Web" columns from *TESOL Matters* have been put online at this site. There are also links to all of the TESOL affiliate home pages. *http://www.tesol.edu*

▶ Language Learning and Technology
This is a new online journal for language educators interested in technology. This journal is edited by Mark Warschauer at the University of Hawai'i. Take a look at the first issue! *http://polyglot.cal.msu.edu/lit/vol1num1/editor.html*

Please be advised that web addresses (URLs) are subject to change. All of the URLs given in this article were correct and active at press time. We regret any inconvenience you might experience due to changed or dead links.

Recommended Reading

Books

- *The Internet Guide for English Language Teachers* by Dave Sperling, Prentice-Hall Regents.
- *New Ways of Using Computers in Language Teaching,* edited by Tim Boswood, TESOL.
- *E-Mail for English Teaching: Bringing the Internet and Computer Learning Networks into the Language Classroom* by Mark Warschauer, TESOL.
- *Virtual Connections: Online Activities and Projects for Networking Language Learners* by Mark Warschauer, University of Hawai'i Press.

Magazines

- *Yahoo! Internet Life* (in print and online at http://www.yil.com)
- *ZD Internet Magazine* (in print and online at http://zdimag.com)

CHRISTINE MELONI, Ed.D. is associate professor of EFL and Computer Education Coordinator at George Washington University. She has lectured around the world on the Internet and English language teaching and writes the bimonthly "Wandering the Web" column for TESOL Matters.

Additional Web Sites of Interest

Newspapers & Magazines Online

USA TODAY
http://www.usatoday.com

THE NEW YORK TIMES
http://www.nytimes.com

THE WALL STREET JOURNAL
http://www.wsj.com

THE WASHINGTON POST
http://www.washingtonpost.com

TIME
http://www.time.com

BUSINESS WEEK
http://www.businessweek.com

LIFE
http://www.life.com

Literature Online

THE ON-LINE BOOKS PAGE
http://www.cs.cmu.edu/Web/books.html

THE INTERNET PUBLIC LIBRARY
http://www.ipl.org

THE CHILDREN'S LITERATURE WEB GUIDE
http://www.acs.ucalgary.ca/~dkbrown/index.html

Lists of Links

VOLTERRE WEB LINKS FOR LEARNERS
http://www.wfi.fr/volterre/weblinklearners.html

LINGUISTIC FUNLAND TESL PAGE
http://www.tesol.net/teslact.html

THE ESL STUDY HALL
http://gwis2.circ.gwu.edu/~gwvcusas

ESL LINKS PAGE FOR STUDENTS
http://www.pacificnet.net/~sperling/links.html

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Connecting Our Global Community

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Check out the details on TESOL's web site: www.tesol.edu

For more information please contact:
TESOL Conventions Department, 1600 Cameron Street, Suite
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Telephone 703-836-0774 • Fax 703-836-7864
E-mail conv@tesol.edu • http://www.tesol.edu

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Two Outstanding New Vocabulary Books For Adult ESL Students

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Vocabulary Basics will help your most basic students learn 240 words important for moving ahead in school and at work. Students learn in the best possible way: by working closely and repeatedly with the new words. **No other book on the market provides so much and such varied reinforcement.**

GROUNDWORK FOR A BETTER VOCABULARY, 2/E

Reading Level: 5–8

R. Kent Smith • Beth Johnson • Carole Mohr

A slightly higher-level text than *Vocabulary Basics*, the newly-revised edition of *Groundwork for a Better Vocabulary* has been expanded so that it now teaches 250 words.

Key features of each book:

- **An intensive words-in-context approach.** Each new word is presented in at least nine different settings. To develop "ownership" of the new words, students are also asked to use the words in speaking and writing situations.
- **Varied practice and appealing content.** You'll find your students motivated by the wide variety of activities as well as by the lively, realistic, often humorous practice materials.
- **Sensitivity to the needs of adult ESL students.** Information is presented in a clear and easy-to-understand way—in a friendly, accessible tone of voice that never condescends.
- **Outstanding price.** While the books are comprehensive enough to serve as primary texts, their modest net price of $7.90 also makes them inexpensive supplements in any ESL class.

For a free exam copy of the instructor's edition of either book, please call or write us. Your order will be sent out the day we receive it. Additional information about each book, including a list of words in the book and sample pages, is available at our website.

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Visit us in Seattle March 17-21 at TESOL booth #97

1-800-406-READ

Listservs Serve ESL/EFL Professionals

BY CHRISTINE MELONI

Talking shop. Most professionals do it and benefit from it. ESL/EFL professionals are no different. They find it informative and stimulating to talk with colleagues in their field.

Listservs are simply electronic discussion groups which allow ESL/EFL professionals all over the world to share ideas. When you subscribe to a listserv, you receive, through your e-mail account, all of the messages posted by subscribers to that group. You will be able to post your own messages as well and participate in any ongoing discussions.

If you are unfamiliar with listservs, a good place to start is Kristina Pfaff-Harris's Linguistic Funland web site (http://www.tsol.net/mailing.list.help.html). Kristina provides information on what a listserv is, how you can subscribe and unsubscribe, and what the rules of list etiquette are. She also offers the opportunity to sign up for several lists directly from her page.

Listservs allow ESL/EFL professionals to dialogue globally with ease.

There are thousands of electronic lists on every imaginable subject. To find out what is available, try one of the following web sites:

- **Liszt**—http://www.liszt.com
- **Tile.net lists**—http://tile.net/lists/

Two of the most popular discussion lists for ESL/EFL teachers are TESL-L and Neteach-L.

TESL-L

TESL-L is an electronic forum for teachers of English as a Second Language. Subscribers may post messages on any topic related to the teaching of ESL.

TESL-L also has branches that focus on specific areas of interest to subscribers. The branches represent the following interests: Computer Assisted Language Learning, Fluency First and Whole Language, Intensive English Programs, Administration, Jobs and Employ-ment Issues, Literacy and Adult Education, and Materials Writers.

In addition to the electronic discussion, TESL-L members can get involved in TESL-EJ, an online journal, and CELIA, a project to create an online archive of materials related to Computer Aided Language Learning (CALL).

TESL-L is maintained by Anthea Tillyer at Hunter College. To subscribe to TESL-L or to one of its branches, send an e-mail to:

Listserv@cunyvm.binet or
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The text of the message should be: SUB TESL-L your first name your last name. Example: SUB TESL-L John Doe. You cannot subscribe to a TESL-L branch until you have subscribed to TESL-L.

Neteach-L

Neteach-L is an online forum where ESL/EFL teachers can discuss ideas related to using the Internet as an educational tool. The list is maintained by Karla Frizler at San Francisco State University and Ron Corio at Virginia Commonwealth University.

In addition to the ongoing electronic discussion, Neteach-L offers a web site of links to members' home pages, a list of "Sites Neteachers Thought Were Cool!" and the Neteach-L Archives.

To subscribe to Neteach-L, send an electronic message to: listserv@thecity.sfsu.edu. The text of the message should be: subscribe Neteach-L your first name your last name. Example: subscribe Neteach-L John Doe.

One needs to be aware that the volume of mail generated by listservs may at times become overwhelming. The volume on the TESL-L branches and on Neteach-L is usually considerably more manageable than that of TESL-L.

Trippingly on the Tongue:

Putting serious speech/pronunciation instruction back in the TESOL equation

BY JOAN MORLEY

The "S" in TESOL stands for SPEAKERS—and slowly but surely in this closing decade of the 20th century, a new level of attention to SPOKEN communication skills in English as a second/foreign language has emerged. This development is welcome in the ESL/EFL field where curriculum design over the past two decades has valued literacy skills as the more important focus of second language instruction and has devoted limited time, and often less than well-informed instruction, to speech/pronunciation (SP/PR). Today, however, more programs in a variety of ESL/EFL settings are revising curricula so that speech in general, and pronunciation in particular, are brought into the mainstream of instruction with a learner goal of oral communicative competence.

In view of the current professional commitment to empower students to become fully participating members of their English-speaking communities, this timely development is writing SP/PR back into the instructional equation, but with a whole new look.

> *"...while the pendulum has begun to swing back in the direction of more emphasis on pronunciation, it is swinging back in a different arc, and we are now at a very different place than we were during the audio-lingual period..."*
>
> *—Anderson-Hsieh*
> *(JALT Journal, 1989, 16 [2], 73)*

Overall, the basic premise underlying these changes is this undeniable fact: ***intelligible pronunciation is essential to communicative competence.***

Forces Driving the Winds of Change

Two factors have driven the new movement in SP/PR teaching. The first is a burgeoning clientele—and increasing pressure from growing numbers of adult and teen nonnative speakers whose urgent need for intelligible, functional, oral communication skills is not being met. The second factor is the emergence of new instructional programs that feature a communicative-cognitive approach to SP/PR instruction (Morley, 1991; Anderson-Hsieh, 1989). Not since the 1940s - 1960s, (which witnessed the rise and decline of audio-lingual pronunciation practices) and the 1970s - 1980s (when programs gave less and less time to pronunciation, and many dropped it entirely) has there been such a theoretically and pedagogically sound reformulation of SP/PR instruction.

> ***"...while the pendulum has begun to swing back in the direction of more emphasis on pronunciation, it is swinging back in a different arc..."***

Learner Problems

Nonnative speakers, particularly adults and near-adults who have intelligibility problems, may experience serious oral communication problems which place them at risk educationally, socially, occupationally and professionally. Today there are increasing numbers of such potentially disadvantaged speakers of English in a variety of settings. They may experience one or more of the following problems.

Nonnative speakers may experience a complete breakdown in communication if their "accent" (features of poor intelligibility and/or communicability) is such that it precludes functional oral communication. Or, speech patterns may result in ineffectual communication in communicative settings such as occupational, educational, social or personal business transactions. Speakers are judged as lacking credibility and not inspiring confidence in their knowledge of "content" or their ability to make intelligent decisions. Many problems of this nature are reported in the workplace and among international graduate student instructors in university settings.

Another problem is that listeners may make negative judgments about a speaker's personal qualities when nonnative speech patterns trigger "foreignerism" stereotyping. Beebe (*IDIOM*, 1978, 9 [1] p.3) reported that native speakers described pronunciation errors as "...'comical,' 'incompetent,' 'cute,' 'not serious,' 'effeminate' or 'childish'..."

In a conversation with a nonnative speaker who has poor intelligibility, many native speakers report that they feel apprehensive as the interaction proceeds. Even though they seem to understand what the nonnative speaker is saying, they feel a continual undercurrent of anxiety, a fear that they will not understand as the interaction progresses. They report that they keep to superficial "social" topics, shift topics frequently, speak loudly and slowly and often terminate the interaction as soon as possible. This robs the nonnative speaker not only of natural language interactions, but also of opportunities to develop congenial social relationships.

Nonnative speakers may also encounter pejorative stereotyping. Based on speech patterns alone, listeners have been found to make seri-

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ous pejorative judgments about nonnative speakers, assigning them to a variety of undesirable categories. In the research of Lambert (1967) and Labov (1972) listeners judged speakers they had never seen nor met as to their personality, intelligence, ethnic group, race, social status—even their height—simply from listening to the way they pronounced a few words.

Accent discrimination is another problem facing nonnative speakers. The 1964 U.S. Civil Rights Act, among other areas of potential discrimination, clearly forbids an employer to discriminate against a job applicant on the basis of linguistic traits linked to national origin. However, employers have considerable latitude in matters of language, and employer violations are widespread in the U.S., perhaps in as many as 10% of businesses, although only a very small percentage of these result in litigation. Cases are often settled out of court, and plaintiffs generally have little success in winning their cases.

First Steps in Program Planning

These problems illustrate the strong need for reformulated SP/PR instruction. It is well-documented that for all types of pronunciation problems, a broadly constructed communicative-cognitive approach is more effective than a narrowly constructed articulatory phonetics approach. A first question, then, is, "How do today's new programs approach the task of providing 'informed' instruction?" The answer is found in the specification of three fundamental steps.

The first step is to establish long-range *oral communication goals* of the language functions that learners will need in their English-speaking interactions (i.e., the why of communication); and to analyze both *the spoken discourse* (actual speech patterns) that learners need to accomplish those functions and *the language situations, contexts and specific settings* (i.e., the what and the where of communication).

The second step is to *evaluate and describe learners' speech patterns*, taking into account pronunciation intelligibility and its impact on speech communicability; and to prepare profiles of both learners' pronunciation and communication strengths and weaknesses. (See Morley, 1991, 502, *Intelligibility - Communicability Index.*)

Step three is to *design a speech/pronunciation syllabus* which combines *two types of instruction*: class work in which the *communicative task* is the major speaking focus, but with supplementary attention to specific pronunciation goals and learner self-monitoring and self-correcting of selected SP/PR features; and segments of class sessions in which explicit *pronunciation activities* are conducted for appropriate periods of time.

Setting Realistic Goals

Setting realistic functional goals is essential. Goals of "perfect pronunciation" or "near-native pronunciation," patently unattainable now or in earlier times, are long gone. The following learner goals are realistic and attainable.

1. Functional intelligibility—clear spoken English that is, at least, reasonably easy to understand and not distracting to listeners, even though it is accented.

2. Functional communicability—spoken English that effectively serves the learner's individual communicative needs leading to communicative competence—in Canale and Swain terms (1980): linguistic, discourse, sociolinguistic and strategic competencies.

3. Increased self-confidence—comfort and confidence in using spoken English, overcoming feelings of embarrassment and shame, developing a positive self-image and experiencing the self-realization of growing empowerment in oral communication.

4. Speech-monitoring abilities and speech modification strategies for use beyond the classroom—speech awareness, personal speech-monitoring skills and speech modification strategies that will enable students to continue to develop intelligibility, communicability and confidence inside and outside of class.

The four goals listed above also help learners develop a variety of language learning strategies—in Wenden (1991) and Oxford (1990) terms.

Major Shifts and Current Directions in Instructional Focus

These steps for program planning and goal specification follow from major shifts in instructional focus described below which have developed over the past several years.

1. A communicative-cognitive-affective approach to speech/pronunciation instruction—program goals focus on (a) sufficient intelligibility to support functional communication; (b) the learner's cognitive involvement in developing speech awareness and self-monitoring / self-correcting skills; and (c) the learner's affective involvement in developing self-confidence and a positive self image.

2. A major focus on both intonation, stress, rhythm and other suprasegmental features, and sounds —a redirection of priorities within the sound system to a focus on the critical importance of suprasegmentals and how they are used to communicate meaning in spoken discourse, as well as the importance of vowel and consonant sounds, their combinations and their reduced, elided and/or assimilated forms.

3. An expanded domain for

pronunciation—a reformulated concept of what constitutes the scope of pronunciation; one that incorporates attention to (a) segmentals; (b) suprasegmentals; (c) voice quality features, articulatory settings and other paralinguistic areas; and (d) elements of body language used in oral communication (i.e., extralinguistic features).

4. Practice activities designed for specific interactive contexts, settings and situations—speaking activities and tasks matched to the communicative needs of learners in personalized, real-life contexts—no longer a "one size fits all" method of teaching.

5. Changing perspectives on the roles of learner and teacher —revised expectations for both learner and teacher involvement; an emphasis on learner strategies of speech awareness, self-awareness and self-monitoring under the guidance of a SP/PR teacher-facilitator who operates not unlike a voice or speech "coach."

6. Individualization and the uniqueness of each learner—a focus on individualization in the SP/PR class, specifically on the uniqueness of each ESL learner—again, no longer "one size fits all."

7. Increased attention to the reciprocal listening-speaking connection—a stronger focus on the link between auditory and SP/PR skills.

8. Explicit attention to sound-spelling relationships—presentation of a range of important sound-spelling relationships and specific guidance for students on using English orthography as a tool in predicting pronunciation patterns

Today these changes constitute a coherent base upon which informed decisions can be made in developing a communicative-cognitive approach to SP/PR teaching.

An "Approach" Paradigm for Communicative Pronunciation Teaching

H.D. Brown, in "After Method: Toward a Principled Strategic Approach to Language Teaching" (*GURT*, 1993), defines "approach" in the traditional way (following Anthony, 1963) as "...a theory of language and language learning..." and notes, "One's approach to language teaching is the theoretical rationale that underlies everything that teachers do in the classroom."

Brown's thesis is that the field's search for the "ultimate method" has outlived its time and that we should "...get on with the business of unifying our *approach* to language teaching and of designing effective tasks and techniques that are informed by that approach."

In the spirit of this perspective, the following paradigm for a speech/pronunciation instructional program is offered. It is a three-part "approach" which combines beliefs about language (linguistics principles), language learning (psychological principles) and language teaching (educational principles).

Language

Instruction employs a two-tiered language/linguistic orientation.

1. A macro-focus—the domain of discourse-level phonological features (e.g., the use of intonation patterns, stress and rhythm, and other prosodic phenomena in creating meaning), ability to sustain speech for fluent ongoing structuring and planning as it proceeds, and appropriate expressive nonverbal behaviors.

2. A micro-focus—the phrase level/word-level domain and contextualized modification of vowel and consonant sounds and features of combinatory phonetics (i.e., reduction, linkage, elision, assimilation, palatalization, etc.) and phrase-level prosodics.

Language Learning

Instructional planning incorporates special attention to both cognitive and affective components of learning.

1. Selected explicit language information and procedural information need to be provided to help learners develop speech awareness, study awareness and both cognitive and metacognitive learning strategies.

2. Learner self-involvement (and the development of cognitive, metacognitive and affective strategies) must be promoted through measures that encourage four aspects of behavior: taking self-responsibility, developing self-monitoring skills, learning speech modification skills, and recognizing self-accomplishment. The greatest of these is self-monitoring, a skill which will empower learners to continue to manage their own learning, in and out of class.

3. A comfortable supportive atmosphere needs to be established, one that fosters both supportive teacher-to-student and student-to-student interactions and allows learners to develop affective and social strategies.

Language Teaching

Lesson planning provides for a range of integrated practice modes designed to carry out the "performative" dimension of SP/PR instruction, with a focus on both communicative tasks and pronunciation activities.

1. Speech/pronunciation practice, for maximum benefit, must go far beyond imitation and provide three different practice modes: (a) imitative practice (dependent practice) as needed to establish controlled production; (b) rehearsed communicative practice (guided and independent self-practice) to stabilize modified or new speech/pronunciation features; (c) extemporaneous communicative practice (indepen-

dent practice) to habituate and integrate modified speech patterns into naturally occurring creative speech.

2. Pronunciation-oriented listening practice to facilitate the development of auditory perception and discrimination skills for all dimensions of speech/pronunciation.

3. Pronunciation sound-spelling practice to help learners relate spoken and written English quickly and accurately so they can become truly literate in English. An awareness of spelling patterns as cues to stress and rhythm patterns is useful to learners.

Questions and Answers about Teacher Training

Question: What factor is most responsible for continuing to keep pronunciation instruction out of the mainstream ESL/EFL curriculum?

Answer: Despite the growing trend toward a new formulation and implementation of speech/pronunciation instruction, some training programs and teacher textbooks continue to give it limited attention. Many programs may avoid pronunciation because it is difficult to find the specifics of a clear instructional model beyond articulatory phonetics where both the process (viewed as non-communicative drill-and-exercise gambits) and the product (viewed as having a minimal success for the time and energy expended) are found wanting.

And, while some programs require a phonetics course, often it is presented rather like a "hard science," which may make it difficult for some teachers with a language arts background to tune into. More significantly, it often includes very little if anything of an applied nature which could help trainees make pedagogical use of phonetic/phonological facts within a communicative-cognitive speech/pronunciation model. The result, as reported by many teachers who come to in-service workshops and conference institutes, is that they feel ill-prepared to teach speech/pronunciation, are uncomfortable teaching it and, frankly, avoid it.

Question: How can training programs change to prepare teachers for new approaches to speech/pronunciation instruction?

Answer: New textbooks for use in teacher training programs and short courses, institutes, and workshops for teacher trainers as well as teachers, are much in demand and there is increased activity in both areas. For an excellent listing of references, visit the website created by John M. Murphy, Department of Applied Linguistics and ESL, Georgia State University (*http://www.gsu.edu/~esljmm /ss/furtherreading.htm).*

Recent publications of special interest include a paper by Wong which includes comments addressed specifically to nonnative speaking EFL teachers ("Pronunciation Myths and Facts," *English Teaching Forum*, Oct, 1993, 45-46); and papers by Grant ("Creating Pronunciation-based ESL Materials for Publication," *Materials Writer's Guide*, Heinle and Heinle, 1995) and Murphy ("Phonology Courses Offered by MATESOL Programs," *TESOL Quarterly*, 1997, 31 [4], 741-764); and texts by Celce-Murcia, Brinton and Goodwin (*Teaching Pronunciation: A Reference for Teachers of English as a Second Language*, Cambridge U. Press, 1996) and Pennington (*Phonology in English Language Teaching: An International Approach*, Addison Wesley Longman, 1996).

Working toward meeting the professional needs of SP/PR teacher trainers and trainees as well as the instructional needs of SP/PR learners is one of the primary goals of the founders of the newly-formed TESOL Speech/Pronunciation Interest Section. Special recognition and appreciation for their work in establishing this interest section is due to Judy Gilbert and Elaine Klein.

The title of this article is a salute to William Shakespeare. (Hamlet, Prince of Denmark, Act III, Scene II, Line 1, "Speak the speech, I pray you, as I pronounced it to you, trippingly on the tongue.")

Joan Morley is Full Professor at the University of Michigan and a past TESOL president. She has published numerous books on phonetics, applied linguistics, speech/pronunciation and oral communication.

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TESOL'98 Connects Our Global Community

It all started in 1964, when approximately 700 people gathered together in an ad hoc convention in Tucson, Arizona. The purpose was to discuss the burgeoning need to teach English as a language in post World War II North America. Only three years later, the first annual convention of the newly formed Teachers of English to Speakers of Other Languages (TESOL) association met in Miami, Florida.

For more than three decades, the TESOL conference has convened in the U.S., Canada and Mexico. Attendance has increased from 3,000 in the mid 1970s, to 6,500 in the 1980s and to more than 8,000 in 1994. "We have come a long way since those early days," says ESL pioneer James Alatis. "We used to meet under one hotel roof, now there's no single facility that can accommodate us."

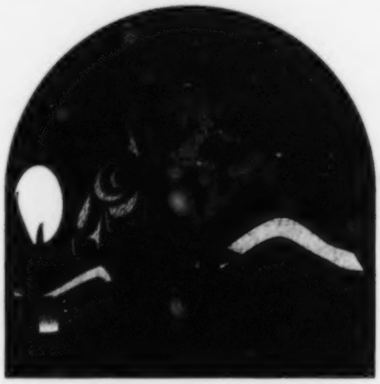
On March 17-21, TESOL'98 is expected to draw approximately 7,500 ESL/EFL professionals from over 80 countries on six continents to what has become the largest conference and exposition of its kind in the world. This 32nd annual convention will be held at the Washington State Convention and Trade Center in Seattle, WA. It will feature keynote addresses, more than 1,200 sessions and workshops, the world's largest exposition of ESL/ EFL related publications and software, advocacy information and a worldwide job fair.

The theme for TESOL'98 is "connecting our global community." The conference will highlight technology and its use in English language teaching in diverse settings around the world.

They Come from All Over

Attendees of the TESOL conference represent a wide variety of English language professionals. These men and women are teachers, administrators, curriculum developers, linguists, media specialists, bilingual educators, professionals working with refugees and others who work to meet the growing demands of English language learners worldwide.

These professionals will come to Seattle for a variety of reasons, not the least of which is networking. Many come for the professional development opportunities afforded by the seminars, workshops and lectures which address almost every conceivable aspect of English language teaching and learning. Attendees will also review the latest English language products and services offered by over 160 vendors. Undoubtedly, some ESL/EFL professionals will come seeking new employment opportunities at the Employment Clearinghouse, a worldwide job fair set up to match employers with employees.



Expansions This Year

The emphasis for 1998 is an increased use of technology, both in lectures and in exhibits such as the CALL "electronic village" and the WorldNet satellite broadcast.

Building upon previous conferences, the TESOL Center has expanded its area to accommodate a larger advocacy booth and a larger publication and information booth. The Special Research Symposium is larger and various interest sections and caucuses have also been added. The Employment Clearinghouse has extended its hours and added a directory.

Speaker Highlights and Topics

TESOL has scheduled top professionals, preeminent in their fields, who will share their insights with the global ESL/EFL community on a wide range of topics.

- **Techno-Fear? Techno-Joy?**

At this opening plenary, four ESL, professional development and technology specialists will discuss the benefits and challenges of technology for language teaching. *Fedric Litto, School of the Future of the University of Sao Paulo, Brazil; David Thornburg, Center for Professional Development, CA; Richard Boyum, USIA; and Denise Murray, San Jose State University, CA.*

- **Applications of Brain-Based Research to Second Language Education**

Mary Ann Christison, TESOL President 1997-98, Snow College, UT. Christison explores how second language teaching can be in accordance or incompatible with the brain's learning processes.

- **The New American Immigrants and Why We Need Them**

Sanford J. Ungar, American University, Washington, DC. Ungar draws on research from his book, *Fresh Blood: The New American Immigrants*, calling for immigration policy reform that resists unjust restriction and discrimination.

- **Diversity, Citizenship Education and the New Century**

James Banks, University of Washington, Seattle, WA. Banks examines how U.S. schools can encourage ethnic and cultural diversity while promoting national unity.

- **Connection with English in the Context of Internationalization**

Ann Pakir, National University of Singapore. Pakir discusses the role of English in the "internationalization" of many countries and explores the social and linguistic ramifications as well as the implications for English language teaching in these countries.

■ Students and Families as Authors and Protagonists
Alma Flor Ada, University of San Francisco in CA. Ada examines the benefits of authorship for teachers, students and their families.

■ The Wonders of the TESOL World
Omney Kassabgy, Career Development Center in Cairo, Egypt. Kassabgy analyzes the unique international community of English language educators and learners.

■ Contemporary Trends in Northwest Coast Art
Marvin Oliver, University of Washington, WA. Oliver, an internationally renowned Native American artist, will give a slide presentation and explain his bronze, steel, glass, and wood works as well as the TESOL'98 artwork and logo.

Additional Highlights

■ CALL Room & Technology Sessions
Staged by TESOL's Computer Assisted Language Learning interest section, the "electronic village" will offer consultations, discussion groups, demonstrations and an open house to allow attendees to try shareware, freeware, demos and CDs. Many sessions will explore the use of technology for language teaching and learning.

■ Publishers' and Software Exposition
One hundred and sixty companies and agencies will showcase their latest products and services.

■ Employment Clearinghouse
Review job openings, schedule interviews with more than 100 onsite recruiters and sign up for career counseling.

■ IEP Accreditation Workshop
A preconvention workshop will be held for intensive English programs seeking accreditation.

■ Presentation of the Pre-K-12 ESL Standards and Assessment
The Standards Project Team will present and discuss the recently published standards for ESL and its implementation in public schools.

■ Inauguration of Adult Standards
The committee for adult standards will introduce and discuss plans for developing adult ESL teaching standards.

■ Pre- & Post-Convention Institutes
TESOL has planned state-of-the-art, full- and half-day institutes for March 16-17 and March 21, which provide a stimulating learning environment in a smaller setting.

■ Educational Visits
Offering a first-hand look at local ESL programs, these half-day trips give insightful glimpses into local programs.

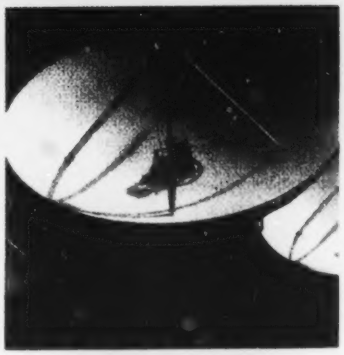
■ Special Exhibits
Two special exhibits highlight global community ties among English language educators and their students. The first is a double exhibit called "Refugee Stories" and "Our Lives: Refugee Women's Photographs," consisting of photographs and recollections by refugees and language learners in North America. The second special exhibit is an AIDS quilt created by friends and family of AIDS patients around the world.

Back by Popular Demand

As in previous years, there are a number of popular events that continue to delight, enrich and entertain the attendees. Some of the highlights are:

- **■ Swap Shops**
- **■ Awards Program**
- **■ Fun Run**
- **■ Daily Door Prize Drawings**
- **■ Social Events**
- **■ Networking Room**

The WorldNet broadcast will facilitate the interaction of TESOLers worldwide.



TESOL'98 Via Satellite

Selected sessions of TESOL'98 will be broadcast via satellite to remote locations around the world and in the United States. TESOL'98 has arranged with WorldNet and Visionary Productions, Inc., to broadcast three live international satellite teleconferences from Seattle.

The first teleconference will be the opening night plenary "Techno Fear? Techno Joy?" featuring Richard Boyum, Fredric Litto, Denise Murray and David Thornburg and will air on March 17, 1998, 7-9 pm Pacific Standard Time (PST).

The second broadcast is the Presidential Plenary featuring TESOL President Mary Ann Christison titled "Application of Brain-Based Research to Second Language Education," Wednesday, March 18, 1998, 11:30-12:30 pm PST. This session will feature a live interactive question-and-answer session with TESOLers in Brazil, Europe and Venezuela at 12:45-1:30 pm PST following the plenary in Seattle.

The third broadcast is titled "Curriculum for Middle and Secondary School Literacy Development" featuring Mary Lou McCloskey, Alfredo Schiffini and Lydia Stack and can be viewed on Thursday, March 19, 9:30-10:15 am PST. TESOLers in Canada, Europe and Mexico will have the opportunity to interact with TESOLers in Seattle during this session.

For more teleconference information, contact ACE network at 850-784-9942 or go to www.acenetwork.com.

Shenanigames is a Winner!

BY CHERYL PAVLIK

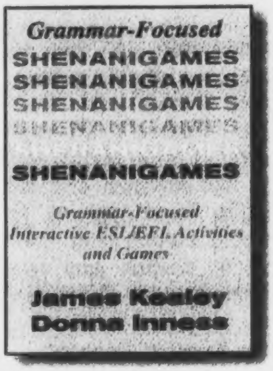
A successful supplementary activity book must contain a variety of activities and be easy to use, flexible and fun. *Shenani-games*, a new book of ESL/EFL activities and games by James Kealey and Donna Inness, gets high marks in all of these categories.

To begin, the authors have included nearly fifty different activities. In addition to new twists on old favorites such as "Find Someone Who" and "Bingo," *Shenanigames* provides a wealth of new activities including an imaginative group crossword and a murder mystery that works!

The activities are divided into twenty-two grammatical categories. Most of the grammar points covered are normally taught in beginning and lower intermediate classes; however, there are also some which address higher level structures such as the future passive and the past perfect.

Best of all, *Shenanigames* is very easy to use. Many teachers have had the experience of having a "fun" activity fail miserably because students (and sometimes even the teachers) did not completely understand what to do. Kealey and Inness understand the pitfalls of game-playing and have designed virtually foolproof activities.

Each game begins with a summary so that teachers needn't read through all of the directions in order to understand the point of the activity. In addition, a section entitled "Preparation by Teacher" explains everything that must be done before class. This section also includes notes and hints that will help the activity go more smoothly. There is a separate set of directions for students. This eliminates the possibility that a teacher will give students incomplete or incorrect directions that doom the activity before it begins. Finally, Kealey and Inness have done almost all of the prep work. Most activities include photocopiable worksheets on perforated pages for interactive use in the classroom.



Grammar-Focused
SHENANIGAMES
SHENANIGAMES
SHENANIGAMES
SHENANIGAMES
SHENANIGAMES
Grammar-Focused Interactive ESL/EFL Activities and Games
James Kealey
Donna Inness

Obviously, a supplementary text of this sort must be adaptable for many different teaching situations. The authors of *Shenanigames* have made their text flexible in several different ways.

First, they often give alternate directions for both small and large groups. In addition, because they know that class temperaments differ, they also offer the option of a competitive or cooperative activity.

The games are also flexible in terms of time. Some activities such as "Fractured Sentences" or "Conditional Chain Reaction" are short and could easily be done in just ten or fifteen minutes. Some such as "The Great Modal Race Around North America" require more time and preparation.

Most of the games and activities are appropriate for teenagers and adults while some can even be used with younger children.

Shenanigames will be a welcome addition to the textbook collections of busy ESL teachers who understand the importance of fun activities but usually don't have enough time to create them. *Shenanigames*, James Kealey, Donna Inness; Pro Lingua Associates, 1997, price: $23, 152 pp.

Linguistic Laughs!

Every ESL teacher has his or her favorite class story; these stories usually concern comical linguistic/cultural misunderstandings. My own favorite story occurred many years ago in a small ESL school in Washington, DC. On the first day of school a young Hispanic student joined our beginners' English class; he had just arrived in the U.S.

During break he went to buy a Coke from the soda vending machine. This machine contained a little window with a digital display. The display indicated how much to insert for a soda, e.g., 60¢. The thirsty student inserted a quarter and the machine promptly displayed 35¢. After he inserted another quarter, the machine displayed the digital letters "d i m e." To you and me this means ten cents. But he misread it as two separate words "d i" "m e" which means "tell me" in Spanish. He leaned closer to the vending machine and whispered: "Una Coca Cola por favor." Needless to say, the other students died laughing and the story of the bilingual vending machine spread like wildfire!

—Dominick Egan teaches ESL to university students at Catholic University in Washington, DC.

If you have a true and humorous ESL story you would like to share, e-mail it to eslmagazine@compuserve.com, subject: linguistic laughs.

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KOREAN STUDENTS IN THE UNITED STATES

BY MARC VAN DER WOUDE

Korean students constitute a significant portion of the American ESL community. According to Mr. Jung Kun Han, Educational Attaché at the Korean Los Angeles Consular office, there are 2,000,438 Koreans living in the U.S. The largest concentrations of Koreans can be found in the three major urban centers of the U.S. The greater Los Angeles area and its well-established Koreatown are home to over 600,000 Koreans and Korean-Americans, arguably the densest population of Koreans in the world outside Asia. New York and Chicago are second and third with 473,760 and 225,598 Koreans and Korean-Americans respectively.

Some Koreans immigrate to America at young ages while others move during their high school, college and later years. Likewise, they arrive by different means, pursue diverse goals and possess varying levels of cultural literacy and English skills. The wide range of ages, goals and language competency of these large numbers of Korean students pose opportunities and challenges for the ESL community.

Over 2 million Koreans and Korean-Americans live in the U.S., comprising a large portion of the ESL community.

Public and Private Education

At the elementary through high school levels, many Koreans attend public school in the U.S. Based on their experiences in Korea, families tend to have an abiding faith in public education which, in Korea, is operated centrally through the Ministry of Education. Therefore, many Korean parents happily place their children in U.S. government funded education

However, significant numbers of Korean elementary through high school pupils are switching to private schools. This trend reflects the pervasive view among Korean adults that rigorous education is crucial to their children's well-being and that private schools are better and more prestigious than public schools.

Koreans also attend Korean schools in large numbers. There are over 470 Korean schools throughout the nation, mostly in the urban areas already mentioned. These are mainly "Saturday schools" operated by community organizations which teach Korean and other subjects predominately in Korean (Hangul). These schools reflect the commitment of Korean parents to maintain strong cultural, social and familial ties with their country of origin, especially parents with children who have resided in U.S. since infancy or early childhood. While there are bilingual programs in public schools in the major U.S. cities, Korean parents generally seem to prefer instruction for their children in one language or the other, not both.

Korean college students in the U.S. attend public universities and colleges in large numbers. Many Korean college students in the U.S. are here on some type of exchange program. Others enter college after having attended American high schools for two or more years. According to Ms. Eileen Sir of UCLA's Center for Korean Studies, most Korean college students new to the U.S. pass the Test of English as a Foreign Language (TOEFL) in Korea before entering the country. Of those who do not, many study in U.S. colleges and universities in ESL programs to improve their English and prepare for the TOEFL.

Education and Families

In general, the younger the student, the more likely he is to have entered the U.S. with his parents on a permanent basis. Typically, K-6 children, and even some middle school students, arrive with their parents who have come to America for career purposes and have acquired legal resident-alien status. Often these families stay in the U.S. and eventually acquire citizenship.

Family arrangements for the education of high school students are more diverse. Like younger students, many high school students also enter the U.S. with their families, either traveling with their parents or joining family members who have previously established residency. These students tend to achieve high marks and graduate on time; they are motivated and secure.

Other Korean parents place their high school children with their brothers, sisters or family friends in the U.S. while they, the parents, remain behind in Korea, or, increasingly, in any number of Latin American countries. Since the practice of leaving children with "aunts" and "uncles" can often be disruptive to a family, it is not the most desirable living arrangement. In terms of academic performance, these students tend to display the full spectrum from success to underachievement depending on many factors, not the least of which is the legitimacy of their immigrational status.

Another arrangement for high school students is the practice of parents or guardians providing U.S. bank accounts, automobiles and apartments for their children, enrolling them in school then leaving them to their own devices. The parents leave for overseas, and the guardian—commonly an older, university-attending cousin—often neglects his charge for his own studies. Because of the sensitive nature of leaving a minor unsupervised and because, technically, the paperwork for these students appears legitimate, there are few authorities willing to discuss this practice. Nevertheless, though nearly impossible to confirm, this problem is well-known in Korean communities throughout America.

Paradoxically, the apparent indifference or neglect of Korean parents who leave their children in the U.S. while they reside abroad is actually an indication of their high regard for the U.S. educational system and their great desire to provide every opportunity for their child's prosperous future. In general, whether they live in Korea or in countries such as Paraguay, Chile, Peru and Guatemala — where many Koreans operate established businesses —Koreans look upon America as a paragon of higher education.

It is appropriate to note that since many Korean students enter the United States through Latin America, English is often their third language after Korean and Spanish. Additionally, among students of this group, linguistic identification with the Spanish-speaking world, more than with Korea, is not uncommon. For example, one of my own students (we'll call her Se Young), who prided herself on her English translation skills, volunteered to translate for a group of visiting Korean exchange students. Se Young had lived in Latin America for 12 years. When she spoke to the Korean exchange students in their native tongue, she was met with stunned silence; Se Young couldn't understand their reaction. When she asked what the matter was, one Korean student boldly stated, "We don't speak Spanish. Please speak Korean."

In the Classroom

Regardless of their country of origin, Koreans tend to be highly motivated, eager and respectful in the classroom because of the strong emphasis on edu-

Academic Writing: The Challenge for Korean Students

All students entering our academic English program (the English Foundations Program at Hawaii Pacific University) take a battery of tests including sections on listening, structure, vocabulary and reading comprehension, as well as a 35-minute writing sample and an oral interview. Our experience has been that the weakest skill for Korean students is usually the ability to compose a grammatical, coherent essay in English.

A more telling indication comes from the Test of Written English (TWE) Guide, both the third edition (1992) and the fourth edition (1996), published by Educational Testing Service (ETS) about the results of the TWE. This writing sample test is given with the TOEFL and is scored on a 1-6 scale. The TWE Guide gives score means of all examinees over the previous two years, classified by native language. ETS warns that the "data do not permit any generalizations about differences in the English writing proficiency of the various national and language groups" because "different selective factors may operate in different parts of the world to determine who takes the test." Nevertheless, in 1992 the Korean mean (3.04/6.00) was 113th out of 113 reported languages groups, and in 1996 it (3.29) was 116th out of 117 reported language groups. With all due respect to the ETS warning, these results lead us to conclude that Korean students are not doing well on this widely used English writing test.

Young Korean students get little composition practice.

We have come to two conclusions as to why Korean written English scores are so low. First, in Korea, students get very little practice in English composition. Composing English is not normally a part of the middle or high school English curricula where grammar-translation approaches still dominate. In addition, though it is extremely common for Korean students to do additional English study in *hagwon* (private institutes), this is primarily to improve TOEFL scores and little attention is paid to academic writing.

Second, Korean students get very little practice with composition in their first language. We have to question how much academic writing in the Korean language is emphasized in the *kugo* (national language, i.e., Korean) courses. Most secondary classes and lower division college classes enroll well over 50 students, a fact that prevents an average teacher from demanding many essays or compositions from students. When they do, many essays are short, personal, sentence-by-sentence, stream-of-consciousness essays. This genre often does not translate well into academic English and will be criticized and scored low by native English teachers on the basis of being "disorganized" or "without a thesis." If little practice in academic writing is done in Korean by Koreans in Korea, we can hardly expect a better show in written English.

This lack of experience with composition among Korean students has several implications for academic writing teachers. First, teachers should be prepared to begin teaching writing at a lower level than with other language groups. Second, there may need to be a particular, sustained effort by teachers to help Korean students transition from writing sentences to composing paragraphs. Finally, Korean students may require special encouragement to think and write in English rather than rely on translation.

Edward F. Klein, Ph.D. is Professor of Applied Linguistics and Associate Dean of the English Foundations Program at Hawaii Pacific University in Honolulu. He spent five years of his 30-year teaching career in Korea, teaching at the secondary and university levels and in a hagwon.

cation in their culture. There are, however, noteworthy linguistic and cultural differences which present Korean students with entirely new challenges in the American classroom.

For example, there are four main levels of speech in Korean (intimate, plain, polite-informal and polite-formal), no explicit definite or indefinite articles and a subject-object-verb (S-O-V) syntactic pattern as opposed to the English S-V-O. Phonologically, Korean vowels often merge so that in the English words "racquet" and "rocket," for example, there is no appreciable difference to the Korean ear. Other common speech hurdles include difficulty pronouncing the English fricatives /f/, /v/, /z/, /ð/ and /θ/, which are absent in Korean. Also, Koreans have trouble pronouncing "w" combined with certain vowels. For instance, the word "wood" is often pronounced "oo-dah." Hence, I am often referred to not as Mr. van der Woude, but more commonly as Mr. "pen-deh-oo-dah" by native Korean speakers.

Of course, there are cultural as well as linguistic challenges in the classroom, a place where cultural values become learning issues. For instance, in America, children are taught to maintain eye contact when addressed by an adult. In Korea, where firm generational hierarchies prevail, such boldness by a minor toward an elder could be considered insolent. More than one ESL/EFL instructor has thought that he was being ignored when, in fact, he was being shown all possible deference.

Students at the L.A. Hankook School, California.

Another Korean value is group achievement. Emphasis is placed on mass learning and deference to a superior's judgement instead of individual view points and critical thinking. For instance, in Korean schools, having students speak aloud in class is not a popular mode of pedagogy. Expressing a personal opinion aloud could be considered arrogant, and asking a question insults the teacher's labors by admitting the student "doesn't understand." Therefore, in initial stages of instruction, it can be difficult to draw out Korean students to read aloud, answer questions or speak in front of class.

Perhaps more so than students from other cultures, Korean students can be sensitive due to their highly developed sense of *kibun*. There is no equivalent idea in English, but it loosely translates to personal pride, dignity, or feelings. If not careful, a teacher can easily injure a Korean student's *kibun*. To insult or disgrace a Korean student by personal confrontation or to prompt performance through shame is a counterproductive classroom strategy; it is likely only to incur a student's personal animosity and intellectual resistance. Once their *kibun* has been violated, it is extremely difficult to regain their trust.

Student trust can also pivot on the teacher's style of classroom management. Korean students come from a society based on strict hierarchies. The strong authority in their culture is reflected in schools and families; they are accustomed to discipline. Therefore, a relaxed, laissez-faire instructional approach is often not successful with Korean students. It confuses and distracts them because educational informality contradicts their expectations. In my experience, Korean students respond best to a highly disciplined, structured learning environment. When firm classroom leadership is established early, the requisite trust necessary for language acquisition can develop.

Successful classroom tactics for language acquisition among Korean students include sustained silent reading (SSR), role playing, games and meaningful vocabulary building. For SSR, I allot 10-20 minutes, allowing students to choose the reading material (as long as it is appropriate), reasoning that their interests, not mine, will build their literacy. I encourage popular youth literature such as the *Sweet Valley High* series, *Goosebumps* and even comic books for beginners. Role playing of "real-life" situations in which students are likely to find themselves in America is also effective. A total physical response (TPR) approach is useful in acting out a transaction at McDonald's or the local CinePlex, for example. Classroom games such as "Twenty Questions" can help overcome the reticence common to many Korean students and can encourage speech. Additionally, it is crucial to build a communicative, meaningful vocabulary that is specific to students' lives. Vocabulary related to school, American culture and sports (the NBA is highly popular among Koreans) is interesting and meaningful to them.

Finally, a useful tactic to assist English language acquisition among Koreans is to learn a little Korean oneself. A basic understanding of Korean greetings, phrases and formalities will go a long way in discovering the particular difficulties Korean students may encounter. Korean classes are offered in most major urban areas. Also, In-Seok Kim's *Colloquial Korean* (Rout-ledge, 1997) is an excellent resource for beginners and advanced students alike.

Looking Ahead

Since 1976, over 30,000 Koreans have immigrated to the U.S. annually, according to California's State Department of Education. Small Korean communities through-out the country have blossomed dramatically within the last decade alone. The establishment of major Korean media in our largest urban centers testifies to the increasing representation of Koreans in America's ethnically diverse society. The immigrational trend of Koreans living and studying in the U.S. is expected to remain bullish (although the recent economic crisis in Korea may reduce new student numbers, especially college exchange students, for 18-24 months).

America remains a land of opportunity and dreams for many overseas Koreans, especially where education is concerned. The challenge for American ESL professionals, now and in the future, will be to meet the educational demands of these important members of our national community.

Marc van der Woude, M.A. teaches English/ESL and is Chairman of the English Department at L.A. Hankook School. He has served on the English Textbook Review Committee in Seoul.

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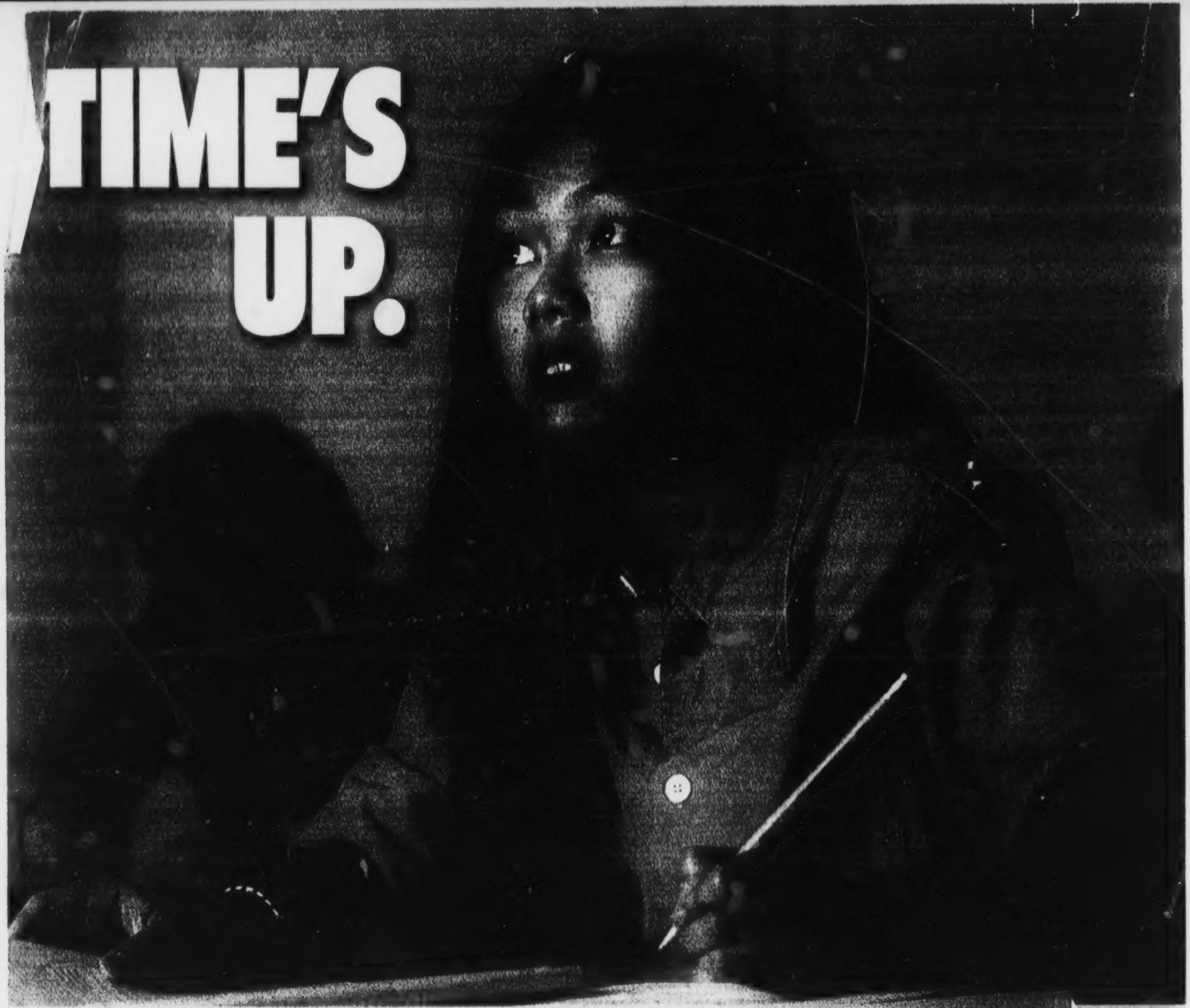

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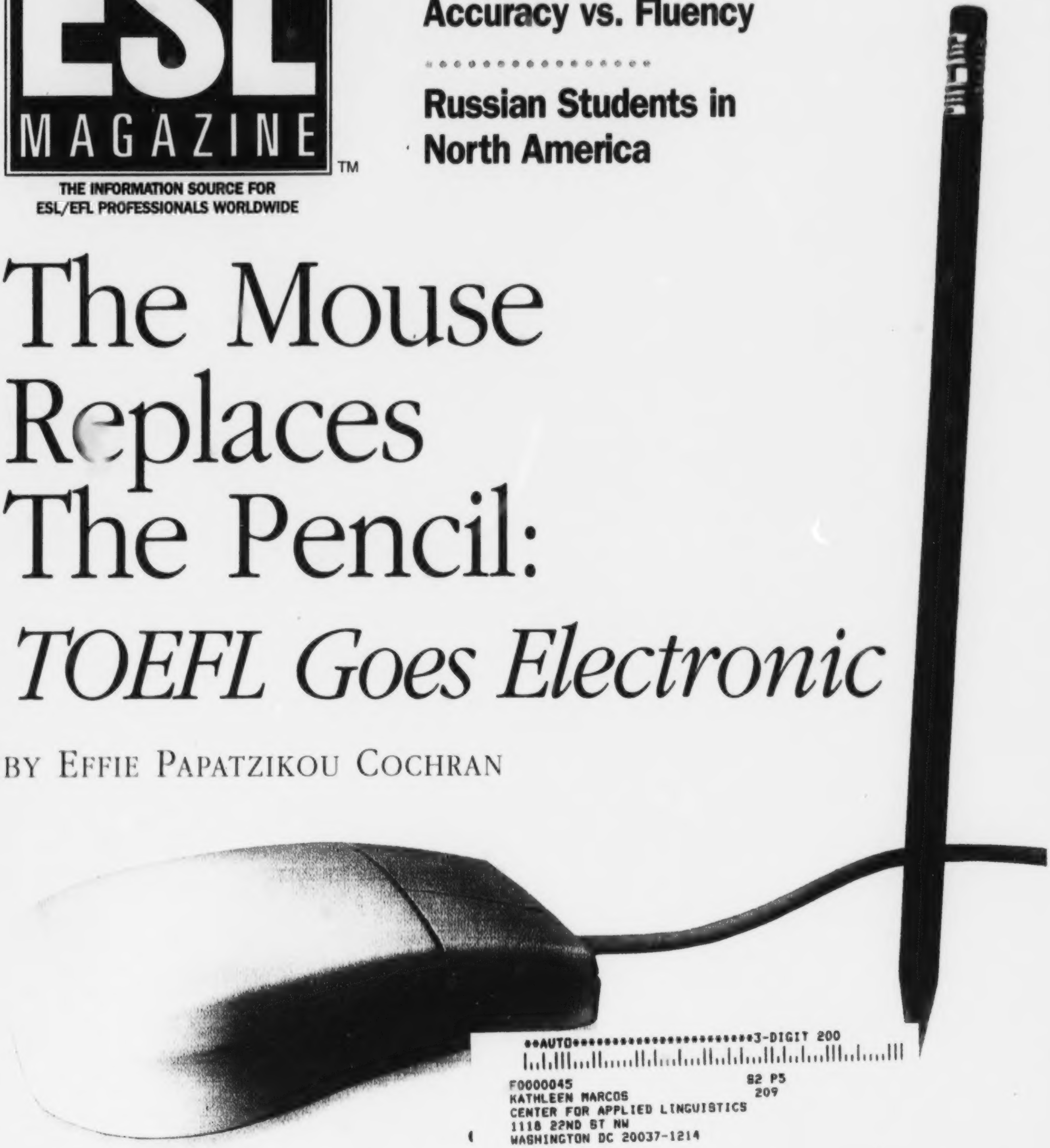
BY EFFIE PAPATZIKOU COCHRAN



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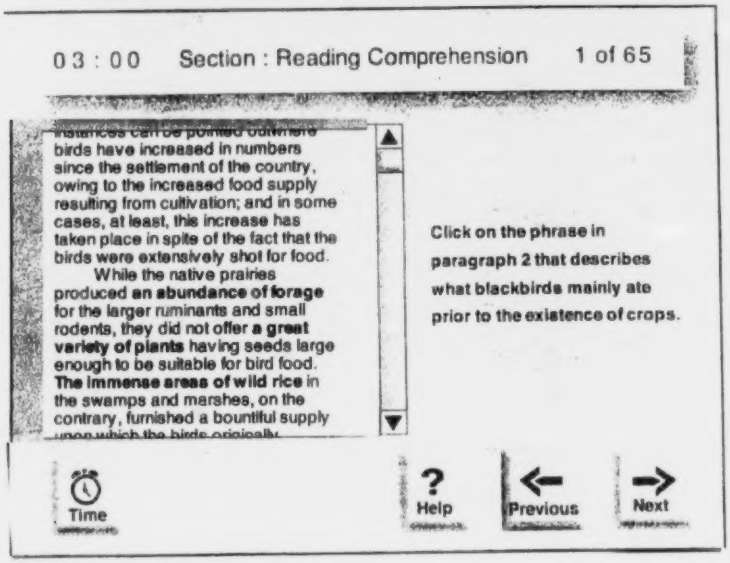

03 : 00 Section : Reading Comprehension 1 of 65

birds have increased in numbers since the settlement of the country, owing to the increased food supply resulting from cultivation; and in some cases, at least, this increase has taken place in spite of the fact that the birds were extensively shot for food.

While the native prairies produced **an abundance of forage** for the larger ruminants and small rodents, they did not offer **a great variety of plants** having seeds large enough to be suitable for bird food. **The immense areas of wild rice** in the swamps and marshes, on the contrary, furnished a bountiful supply

Click on the phrase in paragraph 2 that describes what blackbirds mainly ate prior to the existence of crops.

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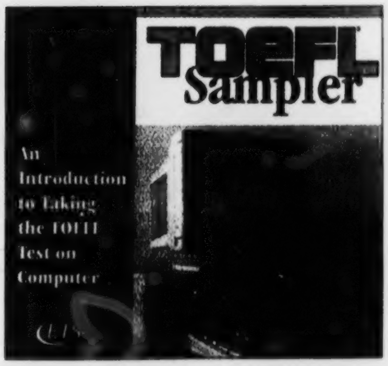

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Who's Reading *ESL Magazine?*

Jodi Crandall
Professor of Education, Co-Director, ESOL/ Bilingual Program and Director, Doctoral Program in Language, Literacy and Culture, University of Maryland Baltimore County (UMBC).

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- What ESL professionals earn
- Full-time vs. part-time employment
- Meet Dave Sperling of Dave's ESL Cafe
- Teaching Middle Eastern students
- And more!

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EDITOR'S NOTE

The TOEFL is Changing the Way We Test English!

This issue of *ESL Magazine* focuses on one of the biggest changes in language testing in decades. After 34 years on paper, the TOEFL will be converted to a computer format beginning in 1998. Find out more about the big change and how you can help your students prepare. Effie Papatzikou Cochran's interview with Julia ToDukta, Executive Director of TOEFL, and preview of the TOEFL tutorial will assist you on your way.

Video is a great way to bring life to your classroom and can significantly enhance English language learning. Kathleen Flynn discusses the benefits of using video and introduces some new products along with guidelines for making the most of video in your English program.

Miriam Eisenstein Ebsworth addresses the longstanding debate of accuracy versus fluency and gives advice to teachers on finding a balance between the two based on the needs of the students.

For our international focus, Michael Berman shares stories and insights from his experiences teaching Russian students and other students from the former Soviet Union. These students from diverse backgrounds share characteristics to which ESL/EFL teachers should be sensitive.

We want to be your partners for the success of English language students. Send your "letters to the editor" to eslmagazine@compuserve.com or *ESL Magazine*, 220 McKendree Ave., Annapolis, MD 21401. We look forward to hearing from you.

Marilyn Rosenthal

Marilyn Rosenthal, Ph.D.
Editorial Director

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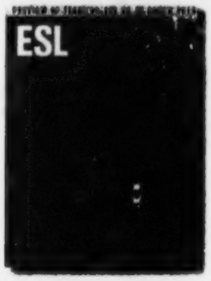

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Our Debut Issue

▶ Love *ESL Magazine*! Just exactly what the ESL community needs—timely, comprehensive, stimulating articles. A fabulous publication.

—Emily Lites
Chair, Materials Writers Interest Section

▶ News about what's happening in the profession, what new products and materials are available, and valuable ideas for use in the classroom—I found them all in the issue of *ESL Magazine* that I received at the TESOL Convention. This issue was enjoyable and informative.

—Kathy Trump
George Mason University, VA

▶ Kudos on the first issue!

—Karen Asenavage
Al Ain, United Arab Emirates

▶ Congratulations to the team for the auspicious and far-sighted publication of *ESL Magazine*. I had the pleasure of reading it over to cover. I suggest a new section called "Quotes," where ESL/EFL professionals share favorite and relevant quotations.

—Dr. Francisco Gomes de Matos
Federal U. of Pernambuco, Brazil

The Internet in the Classroom

▶ I was pleased to see *ESL Magazine's* Web site online and Christine Meloni's excellent article "The Internet in the Classroom." I shared this resource with a group of about 80 teachers at a Conference in Compiegne, France called "Multi-media et langues etrangères" in March. It was "hot off the press." A nice "coup"!

—Linda Thalman
WebFrance International Director

▶ I'd like to send my warmest congratulations and thanks to everyone at *ESL Magazine*. What a quality publication! I've devoted the past three years to creating interactive Web pages for ESL/EFL students and teachers from around the world, and it was so refreshing to read Christine Meloni's superbly written feature article on using the Internet in the classroom. Keep up the excellent work because my subscription is on its way!

—Dave Sperling
Creator of Dave's ESL Cafe

▶ I was very happy to read Christine Meloni's article. It is a very useful introduction for ESL teachers who want to get their virtual feet wet. Vilmi's and Robb's side-bars offer a concrete and concise description for teachers to follow. I hope you will continue to invite teachers using the Web or e-mail to teach and share their successes or failures, especially in other countries. I also liked the Web site listing, which serves as a starter.

—Linda Mak
Hong Kong U. of Science & Technology

▶ My heartiest congratulations on the premier issue of *ESL Magazine*. It's a wonderful addition to print media targeted at ELT practitioners. I thoroughly enjoyed every page! I particularly enjoyed Christine Meloni's feature article. Dr. Meloni communicated a wealth of information in a very reader-friendly manner, and I've not seen such a treatment of ELT and the Net anywhere else.

The article provides an excellent and markedly multifaceted overview of how ESOL and the Net are coming together and will, I firmly believe, become recognized as a classic document in the story of our profession and its involvement with this new and exciting medium. I was also particularly pleased to see such ESOL Internet pioneers as Ruth Vilmi, Keji Kitao, Thomas Robb, Mark Warschauer and Dave Sperling recognized by name in the article. I greatly look forward to future issues of *ESL Magazine* and many more articles by Dr. Meloni. Kudos!

—Dennis Oliver
Arizona State University

Trippingly on the Tongue

▶ Congratulations! A job well done! Very needed magazine! I consider Joan Morley to be the "Moses" of ESL teachers, taking us to the "promised ESL land," where pronunciation is finally given its rightful place after so many years of neglect. In a brilliant, yet easy-to-understand style, she clearly defines that promised land and shows us the way to get there. In this article she sets a definite path to follow. I hope she continues writing on the subject of pronunciation, so teacher trainers and school administrators start providing and supporting this type of training to present and future ESL teachers.

—Maya Leon Meis
Community College of Denver, CO

▶ With the much needed refocus that pronunciation teaching and learning is beginning to enjoy, Joan Morley's article was an excellent and timely discussion-starter. The recently formed Speech/Pronunciation Interest Section of TESOL had the article posted on their bulletin board at the TESOL conference in Seattle, and literally crowds of ESL teachers were reading and commenting on its ideas. Your inclusion of Ms. Morley's article in your pre-conference edition helped stimulate and focus the interest in speech/pronunciation.

—Larry Morgan
Chair-Elect Speech/Pronunciation Interest Section

Korean Students in the U.S.

▶ I have just finished reading the very helpful article on Korean students by van der Woude. I found myself nodding in agreement throughout and plan on giving the article to my colleagues. I especially appreciated the way he outlined specific linguistic and cultural problems, expectations that students and families have, and suggestions on how to work with them. I look forward to next month's article and hope this becomes a regular feature in your magazine. Thank you.

—Celia O'Malley
DePere, WI

Clarification:
TESL-L and TESL-EJ are independent electronic entities, which may have been unclear in the Tech. Dept. of the Jan./Feb. issue.

TESOL'98 Sets New Attendance Record

With 9,300 attendees, TESOL '98 in Seattle, March 17-21 surpassed previous TESOL convention attendance records. The 1998 conference attracted about 800 more attendees than last year. The conference also hosted more than 150 exhibitors. Besides the Seattle attendees, numerous ESL/EFL professionals participated in the conference in 48 U.S. states and other sites around the world via WorldNet broadcasts.

New York Board Proposes to Eliminate ESL Certification

In November of 1997, the New York Board of Regents Task Force, in their document "Teachers for Tomorrow," recommended eliminating ESL teacher certification for kindergarten through twelfth grade teachers. In its place, the Task Force recommended that teachers certified in areas other than ESL become ESL teachers by taking a group of courses leading to an ESL endorsement. The Task Force held hearings for public comment in different regions of the state. Persons wishing to comment were required to sign up to speak.

The "Tomorrow" document is currently being revised for a final vote by the Board in April. ESL teachers, parents, principals and members of the higher education community have vigorously opposed this proposed action claiming the endorsement training would not produce competent ESL teachers at a time when English standards for graduation are being raised.

United States-Puerto Rico Political Status Act Passes in the House

The United States-Puerto Rico Political Status Act was passed in the House of Representatives in early March and has been referred to committee in the Senate. A series of Senate "workshops" on the bill will begin in early April. The bill outlines a process by which Puerto Rico could vote to determine its political status: a U.S. commonwealth as it is currently, a U.S. state, or an independent republic.

The act declares that if Puerto Rico elects statehood, (1) any language requirements of the Federal Government would apply to Puerto Rico to the same extent as throughout the United States; (2) that it is in the best interest of the United States to promote the teaching of English in Puerto Rico as the language of opportunity and empowerment so that public school students achieve English proficiency by the age of ten; and (3) that a plan for transition to statehood should include proposals and incentives to enable the citizens of Puerto Rico to expand their English proficiency, including using English as the language of instruction in public schools, awarding fellowships and scholarships, and providing grants to organizations to promote English language skills.

Currently, the only language laws in the United States are in effect in Puerto Rico where the official language of the Federal courts is English and where English proficiency is required of those who serve on Federal juries. Also, the non-voting delegate to Congress from Puerto Rico must be proficient in English.

International Exchange Program for Teachers

Since 1992 Rotary International Clubs have sponsored teachers from school districts, colleges, and universities as teachers of English in Spanish, Portuguese and Russian language countries through the Rotary InterCountry Teacher Exchange program.

Teachers have been placed in over 50 different communities for four week sessions to teach practical English to speakers of other languages who would benefit from a working knowledge of English.

During the exchange, teachers learn about the language, culture, customs, history, and geography of the host country. This international experience provides teachers with greater empathy for second language learners immersed in an alien culture. The exchange prepares teachers to better serve all international students in their own their own schools.

U.S. Rotary Clubs pay round trip transportation and the host Club provides room, board and local transportation. Teachers do not need to speak the language of the host country but should have a strong interest in learning.

Information about the Rotary InterCountry Teacher Exchange may be found at: http://www.RITE-Teacher.com. (Rotary members may contact Conrad Heede at ccheede@aol.com Teachers may contact William Eubank at william@raytown.com.)

INS Initiates Pilot Project for International Student Information

The Immigration and Naturalization Service (INS) has undertaken a pilot project, The Coordinated Interagency Partnership Regulating International Students (CIPRIS), which may lead to the redesign of the process of providing documentation for and keeping records regarding non-immigrant international students in the United States. This redesign would implement some of the requirements of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996.

The pilot will establish an INS CIPRIS database and electronic reporting of student information from participating schools to the INS. The CIPRIS Task Force includes representatives from the INS, the Department of State, the United States Information Agency (USIA), and the Department of Education as well as various higher education, data systems and telecommunications consultants and contractors. Twenty-two schools, institutions, and programs in Alabama, Georgia, North Carolina, and South Carolina are participating in the pilot.

As part of the CIPRIS project, a student will eventually receive a Student/Exchange Visitor Identification Card that will replace the I-20 and the IAP-66. This card, rather than a signed/endorsed I-20 or IAP-66, will allow students to depart and re-enter the U.S. freely as long as they maintain valid status and have a valid visa. This will save time and effort for students and school personnel. The CIPRIS program, which will give schools and the INS direct electronic communication via the Internet, will also provide an easy way for schools to notify the INS of changes in a student or exchange visitor's status. This will make it easier to assist the student or exchange visitor in maintaining legal non-immigrant status throughout their stay in the United States.

Adult ESL Participation Increasing in the U.S.

The last national study of adult education, conducted in April 1992, showed the total number of adult education clients receiving ESL instruction had increased by 268% over the 12 years since the previous study done in 1980. In fact, adult ESL learners constituted a majority (51%) of adult education clients in that year, receiving 76% of the hours of instruction (Wrigley, 1993). Chisman, Spruck-Wrigley & Ewen estimated that 1.8 million adults are enrolled in some form of ESL instruction every year (Cohen, 1994).

Of the three most common types of literacy programs—Adult Basic Education (ABE), Adult Secondary Education (ASE), and ESL—ESL is the fastest growing, serving the largest number of adult literacy students in the United States (Cohen, 1994). In these programs alone, enrollment of English language learners nearly tripled from 1980 to 1995, from 396,000 to over 1.4 million in 1995 (Adult Learning & Literacy Clearinghouse, 1997). Most literacy students enrolled in ESL programs reside in California, Texas, New York, Florida and Illinois, accounting for 75% of ESL enrollments nationwide (U.S. Department of Education, 1996).

The National Clearinghouse for ESL Literacy Education reports that many more adult students are on waiting lists, particularly in urban areas. In San Jose, California, for example, more than 4,000 were reported on waiting lists, and a Massachusetts Department of Education survey verified 15,000 on waiting lists statewide (National Clearinghouse for ESL Literacy Education, 1996).

Of the ESL students currently enrolled in adult education programs, the majority are Hispanic (69%) and Asian (19%). Almost all reported reading well in their native language; however, only 13% reported speaking English well at the time of enrollment, and 73% were initially placed in beginning level ESL classes (Fitzgerald, 1995).

75% of Adult ESL Students in U.S. are in 5 States

Economic Hardships Affect English Education in Korea

The economic crisis in Asia has affected English language education in South Korea. (South Korea received a $55-billion "rescue package" from The International Monetary Fund last December.) With the Korean won falling to half its value in just a few months, native English-speaking teachers are rushing to leave Korea.

As a result, teaching English in public schools is being left to Korean teachers. Many English institutes that were once very prosperous are now in danger of bankruptcy resulting from decreased enrollment due to the scarcity of native English-speaking teachers.

Native English-speaking teachers who are already in Korea with current contracts face difficulty because their salary is worth less than half of what they expected when they first signed. Canadian James Smith, for example, signed a one-year contract with an English academy in Sanbon city last November. He came to Korea to earn money by teaching English in order to pay off his college debt, but this is no longer possible for him. Sadly, many native English-speaking teachers face the same situation. English education is suffering as a result of the ailing economy.

—by Korea Correspondent, Kee Won Lee

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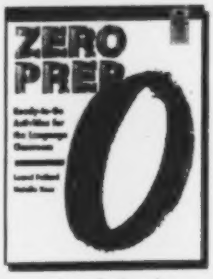

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"Mooing": Great for Language Learners

BY CHRISTINE MELONI

Do your students want more practice communicating in English outside of class? Send them to a MOO where they can practice their English to their hearts' content 24 hours a day.

MOO stands for Multi-user domain, Object-Oriented and is a virtual world where users can move around and "talk" (via the keyboard) to the people they meet. It's like a chat room.

The most popular MOO for ESL/EFL students is "schMOOze University" created in 1994 by Julia Falsetti and Eric Schweitzer, both instructors at Hunter College of the City University of New York. There are approximately 600 individuals who visit schMOOze regularly.

When one enters schMOOze University, there is a campus map. From that point, one sees only words. However, when users enter the various areas, they find detailed descriptions which create vivid images in their minds. Also, users can describe themselves so that others know what they "look" like.

Users can go to various locations on the virtual campus. In the Student Union they can play Boggle, Scrabble, and other games. They can go to the library where they will find a resource room and stacks, or they can wander in the gardens. If they want to be alone, students can go to their private dorm room.

Teachers can take their students to a schMOOze classroom. There students can carry on a general class discussion, or they can be divided into small groups where they will hear only the other students in their group. They also have use of a blackboard and overhead projector.

A very convenient feature of this MOO is that students can log their conversations for reference later (if they have permission from the other participants, of course). The Neteach-L Electronic List has periodic conferences at schMOOze which are logged and available at Neteach-L's Web site.

Although schMOOze is a virtual university, secondary and adult education students will enjoy it as well.

An excellent way to get a feel for what your students experience is to visit a MOO in a language other than your native language. I enjoy visiting the MOO Français for learners of French.

For more information about MOOs:

▶ **Welcome to schMOOze!**
http://schmooze.hunter.cuny.edu:8888

▶ **Educational MOO: Text-based virtual reality for learning in community**—An ERIC Digest by Lonnie Turbee. http://www.syr.edu/~lmturbee/ericdemo.html

▶ **Neteach-L MOO Sessions**
http://spot.colorado.edu/~youngerg/netmoo.html

▶ **Foreign Language MOOs**
http://www.cet.middlebury.edu/resources/flMOOs.html

▶ **MOO Français**
http://moo.syr.edu/~fmoo

▶ **MundoHispaño**
http://web.syr.edu/~lmturbee/mundo.html

Questions and comments may be sent to Christine Meloni at meloni@gwis2.circ.gwu.edu or Dept. of EFL, George Washington University, Washington, DC 20052.

Conference Calendar

March 1998

- 9-12 **International Language Testing Association (ILTA)**, Monterey, California. Contact Dariush Hooshmand.
- 14-17 **American Association for Applied Linguistics (AAAL) Annual Conference,** Seattle, WA. Contact Matt Howe, 612-953-0805, aaaloffice@aaal.org. Exp.: 1,000+.
- 17-21 **Teachers of English to Speakers of Other Languages (TESOL) Annual Conference,** Seattle, WA. Contact TESOL, 703-836-0774, conv@tesol.edu. Expected attendance: 7,500.
- 19-21 **National Council of Teachers of English (NCTE). NCTE Spring Conference,** Albuquerque, New Mexico. Contact NCTE, 217-328-3870.
- 25-27 **TESOL Arabia Conference,** Al Ain, United Arab Emirates. Contact: Barbara Kelly, 971-3-5046208, bkelly@hct.ac.ae. Expected attendance: 600.
- 26-29 **3rd Pacific Second Language Research Forum (PacSLRF 98)**, Tokyo, Japan. Contact Peter Robinson, peterr@cl.aoyama.ac.jp. Expected: 500.

April

- 15-18 **32nd International Association of Teachers of English as a Foreign Language (IATEFL) Conference,** Manchester, UK. Contact Jill Stadjuhar e-mail 100070.1327. Exp.: 1,500.
- 2-4 **Tennessee TESOL (TNTESOL) Conference,** Knoxville Hilton, Knoxville, Tennessee. Contact Margi Wald, 423-974-4890, mwald@utk.edu. Expected att. 150.
- 17 **Louisiana TESOL (LATESOL) Conference,** New Orleans, Louisiana. Contact Jo Ann Robisheaux 504-549-5275, jrobisheaux@selu.edu. Proposal deadline March 1. Expected attendance: 100.
- 3-4 **Illinois TESOL-BE (ITBE) 24th Annual State Convention,** Chicago, IL. Contact Fran Michalski, 312-996-8098, michalsk@uic.edu. Expected attendance: 800.
- 23-26 **California TESOL (CATESOL) Annual Conference,** Pasadena, California. Conference Hotline: 626-583-4358. Expected attendance: 2,500.
- 25 **Eastern Pennsylvania TESOL (PennTESOL-East) Conference,** Philadelphia, PA, Contact Tobie Hoffman, 215-473-4430, fax 215 895-6775, hoffmatl@duvm.ocs.drexel.edu. Exp.: 300.

May

- 7-9 **Florida Sunshine State TESOL Annual Conference,** Ft. Lauderdale, FL. Contact Judy Jameson, 352-331-4318, judy@cal.org. Proposal deadline: March 15. Expected attendance: 600.
- 20-21 **New Jersey TESOL/Bilingual Education (NJTESOL/NJBE) Spring Conference,** East Brunswick, New Jersey. Judith B. O'Loughlin, 201-652-4555, joeslteach@aol.com. Expected: 700+.
- 20-23 **Centre for Research on Language Teaching and Learning (CREAL), Canadian Association of Applied Linguistics (CAAL) International Congress,** Ontario, Canada. Contact Chantel Dion, 613-520-2600, Expected attendance: 400.

June

- 24-27 **Association for Language Awareness (ALA).** Quebec, Canada. Contact Joyce M. Angio, 418-659-6600. Expected attendance: 125.

July

- 13-16 **English Teachers' Association in Israel (ETAI).** Jerusalem, Israel. Contact H. Hoffman, teumcong@netmedia.net.il. Expected attendance: 800.
- 13-17 **Inaugural World Conference on Computer Aided Language Learning**, U. of Melbourne, Australia. Contact Fauth Royale fauroy@ozemail.com.au., http://www.arts.unimelb.edu.au/~hlc/worldcall/.
- 28-August 1 **Linguistic Association of Canada and the United States (LACUS).** Claremont, California. Contact Ruth Brend 313-665-2787, rbrend@umich.edu.
- 31-August 1 **The Ohio State Conference on Second Language Reading/Writing Connections**, Ohio State University, Columbus, Ohio. Contact Coordinator, ESL Programs, L2Conference@osu.edu.

August

- 10-12 **National Council of Teachers of English (NCTE)**, Bordeaux, France. Contact NCTE, 217-328-3870, 217-328-0977 fax.
- 14-16 **TESOL Academy**, Seattle, WA, Seattle University. Contact Stephen Grady, 703-836-0774, sgrady@tesol.edu.
- 27-30 **International Association of Teachers of English as a Foreign Language (IATEFL)**, Constantsa, Romania. Contact IATEFL, 100070.1327@compuserve.com.

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The Mouse Replaces The Pencil:

TOEFL Goes Electronic

BY EFFIE PAPATZIKOU COCHRAN, ED.D.

With initial conversions scheduled for July 1998, the Test of English as a Foreign Language (TOEFL) will eventually reside exclusively on computer. Thus, Educational Testing Service (ETS) officials observe, there will be no more test booklets and blackening of little ovals with a number two pencil. Faster test results and a greater variety of testing times and dates are among the advantages offered by the new platform. However, everyone is curious about how this technological advance will work, and some are a bit worried. Aren't there still parts of the world where computers are not yet commonplace? What about students who are not computer literate or even keyboard comfortable?

The Impetus for Change

The TOEFL computer-based test (CBT) is part of the TOEFL 2000 initiative that began in 1993. The intent of the TOEFL 2000 project is to make large-scale revisions and improvements to the TOEFL test, which has been developed and administered by ETS over the last 34 years. The project has been spearheaded by the TOEFL Policy Council, a 15-member board consisting of deans, admissions officers and international student advisors from primarily North American colleges and universities. The TOEFL program has been working closely with the Policy Council's Committee of Examiners to implement the changes.

The hope is that the redesigned TOEFL will better simulate the way people actually communicate, be more performance-based, and assess more accurately the ability of international students to communicate in academic settings.

The Policy Council recognizes that computers are the direction of the future and cannot be ignored. TOEFL must be ready to serve students and institutions as well as possible by staying current with technology. ETS recognizes that this can only be accomplished over time. The CBT is the first computer-based effort. It is an electronic platform to help create new items to improve the test and bring about other changes.

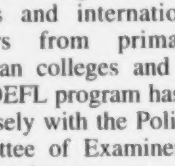
Dr. Julia ToDutka, Executive Director of TOEFL, says about the TOEFL CBT, "We're supporting the improvement of language and test assessment. We've responded to a challenge from higher education."

Dr. ToDutka is no stranger to the world of English language students, being a non-native speaker of English herself and a former ESL instructor, teacher trainer, and college dean. She gets very excited describing what the new TOEFL CBT can offer: "It enables us to look at issues of communicative competence."

Having herself taken the TOEFL 25 years ago, ToDutka brings to this test conversion a personal perspective on the human experience of TOEFL

What the new CBT offers:

- more flexibility for scheduling the exam; test dates will be completely replaced by continuous testing in permanent and mobile computer testing centers worldwide
- faster score reporting; concordance table available in May
- a more private test environment with personal volume-control headphones
- greater examinee control over the pace of the Listening section



- topic orientation and context-setting visuals during the Listening section
- closer text interaction in the Reading section
- writing assessment via typed or handwritten essay with every TOEFL administration
- assessment tailored to each examinee's level of ability
- electronic platform for future innovations in test design

exams. She promises that ETS will continue to work closely with ESL/EFL professionals during the TOEFL transformation process.

Furthermore, in order to strengthen the TOEFL and the ancillary services the program offers, she looks forward to meeting with educators in the field who will bring to the attention of ETS those language issues which may have been overlooked. To that end, she hopes to work with members of the teaching community both in the U.S. and around the globe. She describes the entire process "an important partnership for the constant improvement of our services."

The following is based on an interview with Dr. ToDutka.

Q: What will be the benefits of the TOEFL CBT?

A: The score reporting on the new test will be considerably faster. The exam's computerization will make it possible for the scores of some sections to appear immediately on the screen for the examinee to see. Official scores will be sent within 10 to 15 days (rather than four to six weeks), depending on the time required to score the essay, which will now be included with every TOEFL administration.

Also, in many locations a test taker will be able to retake the test once per calendar month.

Another benefit is that assessment of the test taker's language skills will be more individualized. The Listening and Structure sections are computer-adaptive. This means that each examinee begins with an intermediate level question. If the examinee answers it correctly, the next question is typically more difficult; if the answer is incorrect, the next question is typically less difficult. The TOEFL CBT will be, in effect, a test in which every test taker has a completely individualized experience, always working at his or her own ability level.

The new computer-adaptive sections will take question difficulty into consideration when scoring those parts. Thus, even if two examinees have answered correctly the same number of questions, the one whose questions were more difficult will get a higher score.

Another benefit for examinees will be the way the test is administered. They will no longer be tested together in a large room; each individual will sit in a private carrel with headphones and individual volume control, all of which should enhance their ability to concentrate.

In addition to these benefits, by phasing out the "paper and pencil" test and using computer technology, ETS is moving into a brand new generation of language assessment options. From this electronic platform, the door to future innovations in test design is wide open.

For instance, types of questions that could not be included with the paper-based test can be introduced in the future—for example, a speaking component and other performance-based questions.

"Were supporting the improvement of language and test assessment."

—Dr. Julia ToDutka
Executive Director of TOEFL

Q: When exactly will the TOEFL CBT come to the U.S. and other parts of the world?

A: Implementation will be inaugurated this summer when ETS introduces computer-based testing for TOEFL examinees everywhere except select Asian countries. Those Asian countries will follow by the year 2000, so that by then, the TOEFL CBT will have completely replaced the traditional test throughout the world.

After the CBT becomes operational in a country, the option of taking the paper-based test will no longer exist. Due to the large numbers of test takers in some Asian countries, more infrastructure and system work needs to be in place to satisfy assessment design. Hence, the period of preparation for Asia is longer.

Testing will eventually be available at more than 650 centers throughout the world.

Q: How will the score scale be changed and how will scores be reported?

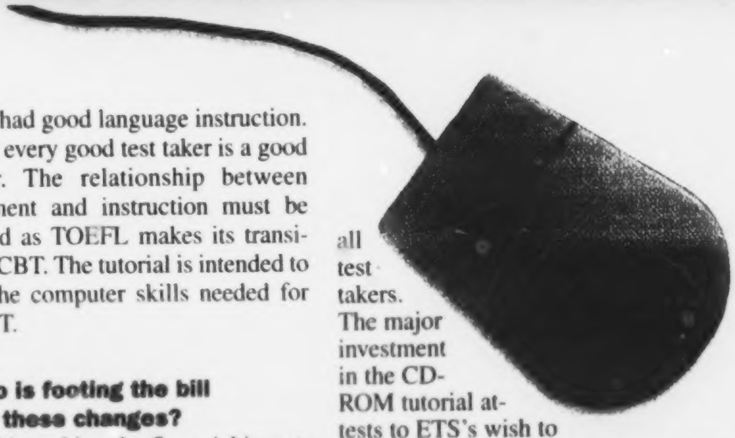
A: New scales are anticipated for all sections due to the addition of the essay and new question types. A concordance table—relating scores on the paper-based and computer-based test—will be available in May to assist score users in setting new standards. Until full transition to CBT is achieved, institutions will receive both paper-based and CBT scores.

Electronic Score Reporting will allow institutions to download their test scores from ETS. The target date for this is fall 1998.

Q: What has ETS done to study the effects of computer literacy on test scores?

A: In response to the apprehension that there will be a negative effect on examinees who are not familiar with the computer or keyboarding, ETS has done a two-phase international computer familiarity study. ETS analyzed 90,000 questionnaires from 1996 TOEFL test takers. The findings were that 50% were excellent in computer skills, 34% had intermediate skills, and 16% had low skills.

The high and low familiarity groups were given a computerized tutorial and then administered some computer-based test questions. When the two groups' performances were compared, it was determined that no practical differences existed in CBT performance between the experienced computer users and the computer novices after adjusting for language ability.



Q: What is ETS doing to prepare test takers for the computer-based platform?

A: Beginning in March, and for a whole year, ETS is offering to prospective test takers a free tutorial with 67 practice items on a multimedia CD-ROM.

Examinees don't need to be concerned about their typing skills because they have the option of handwriting the essay.

Q: How can teachers help students prepare for the new test?

A: The 67-question CBT CD-ROM Sampler will be available to anyone who wishes to learn about the TOEFL CBT. Teachers can help by encouraging students to complete the tutorial to familiarize themselves with the components of the new test. This will help alleviate any apprehension they may have about the change. Obviously, students need good language instruction as well as some computer skills in order to do well on this new TOEFL CBT. Students can't do well without having had good language instruction. Behind every good test taker is a good teacher. The relationship between assessment and instruction must be affirmed as TOEFL makes its transition to CBT. The tutorial is intended to teach the computer skills needed for the CBT.

Q: Who is footing the bill for all these changes?

A: ETS is making the financial investment in the development of the international testing network and has contracted with Sylvan Learning Systems to set up computer testing facilities worldwide.

In addition, the TOEFL Policy Council is presently exploring the test fee structure and how it might possibly be modified to assist needy individual applicants. (The fee for the test is $100 domestically and $125 abroad.) The Council is seeking to implement ideas that will work and does not wish to block access to anyone. They will continue to explore options that will be equitable for all test takers. The major investment in the CD-ROM tutorial attests to ETS's wish to be fair to test takers in all countries and make it possible for everyone to become familiar with the test.

Conversion Concerns

While the CBT is a truly visionary idea and ETS is working to improve its practical application, the big question on everyone's mind is, of course, "what about international students who are neither familiar with computer terminology nor have significant computer skills?"

ETS admits that access to computers for practice is important. The tutorial helps examinees become familiar with the test format and to learn the basic computer skills needed for the test.

It is difficult to believe, however, that test takers with low computer skills will not be adversely affected by the CBT format. Critics of the transition may say that the conversion dates are premature.

The improvements in the TOEFL test, however, do hold promise for those committed to quality language instruction and assessment.

For More Information

For updates on the CBT and other information, visit ETS's Web site at www.ets.org. Details about ETS's TOEFL computer familiarity study, its concordance table, as well as specific information on test registration and payment, test center locations, and testing policies are also available on the TOEFL Web site. Teachers can also join the Internet mailing list by typing their e-mail addresses at www.toefl.org/edindx.html or by calling 609-771-7100.

Effie Papatzikou Cochran, M.Ed., Ed.D. is Associate Professor in the Department of English at John Jay College of Criminal Justice in the City University of New York.

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The TOEFL Computer-Based Test (CBT) in Brief

The TOEFL CBT has four sections. It has the three sections that the traditional TOEFL has (Listening, Structure, Reading) but will include a written essay with every test administration. The Listening and Structure sections are computer-adaptive which means that they begin with questions of intermediate difficulty then proceed to questions that are easier or more difficult based on the student's responses. The questions are presented one at a time. The student cannot proceed without answering the question; neither can the student go back and change an answer once it has been confirmed. The Reading and Writing sections are not computer-adaptive.

Listening
The Listening section measures the candidate's ability to understand spoken North American English. The TOEFL CBT allows test takers to listen through a set of headphones to conversations, lectures, and group discussions accompanied by appropriate visuals on their monitors. For the conversations, the image on the screen depicts the people talking but does not present pictures related to the content of the conversation. For some of the lectures, in addition to a picture of the person lecturing, there may be pictures or diagrams that relate to part of the lecture. The listening stimulus and its visual(s) are presented first and only once. The student then hears and sees the questions one at a time. Finally, the possible answers appear along with the question.

The CBT adds new question types and an essay to every test administration.

There are three question types: 1) Single-answer questions—given a question and four answers, click with the mouse on one answer. The answers may be either words or phrases with ovals which darken when clicked, a set of pictures from which one must be selected, or a single picture or diagram with several labeled parts;
2) Questions with more than one answer—given a question and a list of answers, choose all the correct answers by clicking in the box next to each one. Selected answers will be marked with an "X" (rather than the darkened oval of the single-answer questions). Answers can be unselected by clicking on the box again.
3) Matching or ordering questions—given a set of words or phrases and a set boxes, move a word or phrase into the correct box by clicking on one then the other. The boxes may be numbered to represent a sequence or may be labeled with terms or categories.

Structure
The Structure section will measure the international student's ability to recognize standard written English. The student will respond to two question types: 1) Given a sentence with four underlined parts, click on the part which is grammatically incorrect; 2) Given a sentence with a blank in it and a list of four words or phrases, click in the oval next to the word or phrase that correctly completes the sentence.

Reading
The Reading section measures a non-native speaker's ability to understand non-technical reading material and allows closer interaction with the text than was possible with the paper-based test. The student is first presented with a text which he or she must scroll through to read in its entirety. The student may not proceed to the questions without reading the text (or at least scrolling through it). Questions are then presented one by one along with the text. The section is not computer-adaptive, so the student may skip questions and return to them later or return and change answers.

The examinee is asked to demonstrate comprehension by identifying main topics and supporting ideas, making inferences, identifying the author's purpose, specifying the meaning of words in context and identifying referents. There are several question formats: 1) Given a question with four answers listed beneath it, choose the best answer (words or pictures) by clicking on the oval next to it; 2) Given a question, answer it by clicking on the appropriate word, phrase, sentence or paragraph in the passage; 3) Given a sentence and a reading passage marked with several possible insertion points, point to the place in the passage where the sentence could be best inserted.

Writing
The Writing section assesses the student's ability to write a well-organized essay in standard English on a given topic. The essay can be handwritten or typed on the computer. If it is to be handwritten, the test center supplies paper for outlining and writing notes as well as the official Answer Sheet for the final essay. Thirty minutes total are allotted; this includes time for planning and revising the essay. The essay will be graded by two readers using the same criteria that are used for the Test of Written English (TWE). The essay score will be combined with the Structure score and will count as one half of the Structure/Writing scaled score. The rating on the essay will also be reported separately.

Scoring
The examinee will receive a scaled score for each section: 0-30 for Listening, 0-30 for Structure/Writing, 0-30 for Reading. There is also a total scaled score of 000 to 300.

—*EPC*

CD-ROM TOEFL Sampler:

A Tutorial for Taking the TOEFL on Computer

How will the new computer-based format affect test takers? ETS hopes to prepare test takers as much as possible and minimize any potential negative effects of the new computer version. Just as sample tests have helped test takers prepare for the traditional TOEFL, a sample computer test should help students prepare for the TOEFL computer-based test (CBT).

The Need for a Tutorial

ETS recognizes that all students, those with computer skills and those without, will benefit from direct experience with the computer format. Thus ETS has produced the TOEFL Sampler to orient all test takers to the new format and also to teach some basic computer skills to those with little or no computer experience. Based on their computer familiarity study, ETS has high hopes that their Sampler will level the playing field for test takers.

ETS has produced 440,000 copies of the free Sampler which is available on compact disc (CD) or can be downloaded from the TOEFL Web site at www.toefl/org.cbtutprq.html. The system requirements for the Sampler are: a personal computer with at least a 486 processor, Windows 3.1, Windows 95 or Windows NT 4.0, 8 or more megabytes of RAM, CD-ROM drive, VGA display with 640x480 resolution and 256 colors, a sound card, speakers and a mouse. Without sound capability, one can still use the structure, reading and writing parts of the tutorial. Simple installation instructions come with the CD which will create a TOEFL folder on your hard drive when installed.

TOEFL
Sampler
An Introduction to Taking the TOEFL Test on Computer
ETS

Description of the Tutorial

The TOEFL Sampler consists of seven lessons—three on basic computer skills and four on the test itself. The Basic Computer Skills tutorial explains how to point and click with the mouse, how to scroll through a text and how to use the testing tools such as the clock, "help", "confirm answer" and "next" (question). It also explains the screen layout, which displays the name of the section, the time remaining, the number of the question on the screen over the total number of questions in the section. Instructions about selecting, cutting and pasting are provided in the writing lesson.

The four remaining lessons cover each section of the test. Each lesson gives general information and "rules" about the test section so that examinees will know what to expect—for example, whether or not questions may be skipped and returned to, how much time is allotted or whether or not one may take notes. The lessons then demonstrate the question types and give step-by-step instructions on how to answer them. Lessons also include practice questions. The Listening section provides 27 practice questions. There are 20 Structure practice questions and 20 Reading questions. The Writing section provides four practice questions along with six graded sample essays, one to represent each possible score from 1-6, i.e., failing to top passing score. After the practice questions

Milestones in ESL Testing

by Bill Stout, The Lado TEFL Certificate Program

1915
Frederick Kelly's Silent Reading Test is published, the first ever multiple choice test in any subject.

1946
Robert Lado introduces the Test of Aural Comprehension in English as a Foreign language.

1951
Robert Lado introduces the English Test for Foreign Students (the Michigan Test), a discrete-item exam focusing on first language interference errors.

1963
The inception of the TOEFL, which is designed as an admission criterion for universities.

1964
Friedman's dissertation proposes cloze reading tests for ESL students.

1900 1920 1930 1940 1950 1960

1913
Inception of U. of Cambridge Certificate of Proficiency in English (CPE).

1929
Jeanne Greenleaf's French Pronunciation Test makes use of the newly invented dictaphone.

1947
The College Board and ETS publish English Examinations for Foreign Students.

1961
John Carroll coins the terms for "discrete-point" and "integrative" testing, stating a preference for the latter because it offered "broader and more diffuse sampling over the total field of linguistic items."

have been answered, the questions, the student's answers and the status of each (correct, incorrect or not answered) appear in a table format for review. Examinees may revisit questions by clicking on them in the table.

Strengths of the TOEFL Tutorial

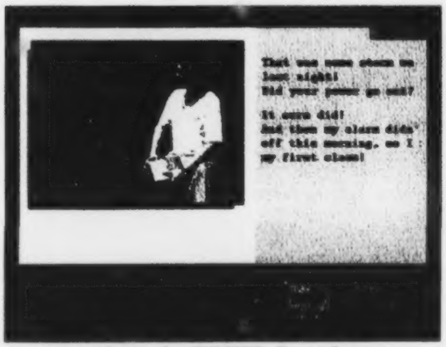
The tutorial certainly accomplishes the goal of orienting students to the computer format. It introduces all the question types and provides a large number of practice questions. It also allows students to review their answers. The graphics are good, and the topics are interesting. Also, students can "pause" in the listening section—the picture freezes and the talk stops, but the written text is there for the students to read before they go back to the sound with the picture. Upon completion of an exercise, the program encourages the student with, "Good, you have completed the exercise." Also, it provides additional prompts if one makes a mistake or pauses for too long.

Concerns

ETS still needs to address the question of access. Will students without computer experience, who perhaps need the tutorial more than anyone, have access to the computer system needed to use the Sampler? Also, many schools and students have Macintosh computers and cannot use the PC-based tutorial. ETS is looking into this option, however.

For those without computer experience, the Sampler will be a challenge. Any computer platform takes getting used to. Concepts such as pointing to, selecting or clicking on icons or text, advancing to other screens or returning to previous menus will be new concepts for many. In addition, there is new vocabulary. Although some computer terms such as "icon" and "scrolling" are defined when first used, others such as "menu" and "click" are not. Furthermore, in order to access the lesson on how to use a mouse, one must click with the mouse through at least five screens.

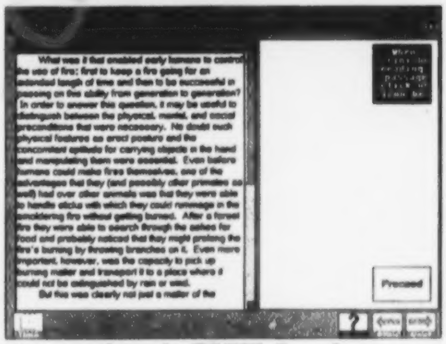
Finally, although the differences between the Sampler and the test itself are emphasized at several points in the tutorial, examinees may find it difficult to keep the differences straight.



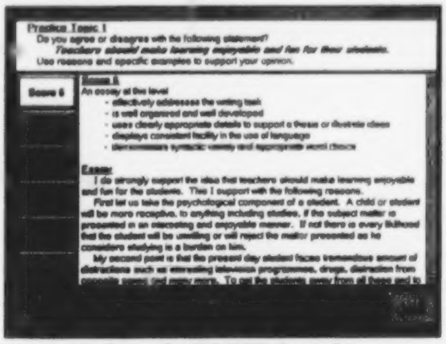
That was some storm la
last night!
Did your power go out?

It sure did!
And then my alarm didn'
off this morning, so I
my first class!

A screen from the TOEFL Sampler listening practice section.



A screen from the TOEFL Sampler reading practice section.



Practice Topic 1
Do you agree or disagree with the following statement?
Teachers should make learning enjoyable and fun for their students.
Use reasons and specific examples to support your opinion.

A screen from the TOEFL Sampler writing practice section.

Recommendations

Anyone planning to take the TOEFL computer-based test should use the tutorial. Those with limited computer skills will need support using the Sampler. English language programs could perhaps use the Sampler in a TOEFL preparation class to ensure that their students use it and to help them in doing so.

For More Information

For updates on the CBT, the TOEFL Sampler and specific information on test registration and payment, test center locations, and testing policies, visit ETS's Web site at www.ets.org or call 609-771-7100. Teachers can also join the Internet mailing list by typing their e-mail addresses at www.toefl.org/edindx.html.

—*EPC*

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1967
The University of Michigan Conference debates the emphasis on discrete-point vs. integrative testing.

1970's
John Oller continues research on the validity and benefits of cloze format testing of integrative language skills.

1976
The TOEFL is revised and condensed from five sections to three.

1979
The first meeting of the Language Testing Research Colloquium.

The Test of English for International Communication (TOEIC) first administered; in Japan; designed for non-academic purposes.

1982
ACTFL Provisional Guidelines are published with scales for speaking, listening, reading, writing, and culture (culture was later dropped).

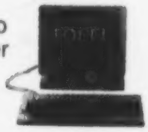
1984
First issue of the journal *Language Testing.*

Language Testing

1986
TOEFL first includes the Test of Written English (TWE), an essay test of academic writing proficiency.

1990's
The International Language Testing Association and the Association of Language Testers in Europe are founded.

1998
TOEFL moves to computer based format.



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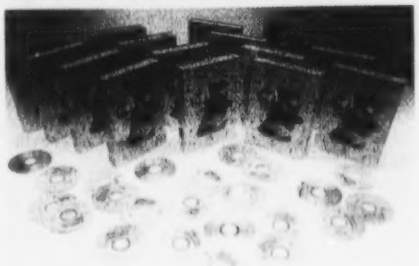

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The Ultimate in Survival English!

BY CINDY TRACEY

EF Multimedia has published several delightful and truly innovative programs for ESL/EFL students, one of which is "Escape from Planet Arizona," designed for intermediate level ESL learners, ages 12 to adult.

The underlying premise is that the user is an alien whose spaceship has crash-landed in the Arizona desert. In order to get the parts needed to repair the ship, the alien must interact with the humans in the nearby town. It must look for clues and follow directions to obtain the necessary parts. With the help of actors and QuickTime video, the user is quickly immersed in a town and meets a banker, artist, librarian, saloon keeper, and other townspeople.

When the user meets one of the characters, he or she must respond to the character by clicking on one of several sentences. Each sentence elicits a different response from the character. The various personalities keep the story interesting—the banker is prim and proper and becomes rude when she realizes the alien doesn't know what an ATM card is; the artist is a free spirit, etc.

The user learns how to make a telephone call, put together a torn piece of paper by making the sentences fit, follow the directions from an old map and perform other tasks through conversations with the characters. Each character has something they need the alien to help them do. Once the task is completed, they provide the necessary parts for the spaceship. But time is limited because the alien may run out of food and die.

There is a glossary with definitions of all the vocabulary used, so when the user goes to the saloon, for example, and is offered a "Sasparilla Float," he or she can access the dictionary to see what this drink is. There is even a "cheater's guide" available if one gets really stuck and does not know how to proceed.

The program was developed using "Quick Time Virtual Reality Technique" which allows the user to freely turn around a full 360 degrees and view the surroundings. The game also features three dimensional graphics and specially composed sound and music.

The playing time is approximately 40 hours. Users can save their progress to pick up where they left off the last time they played.

The beauty of "Escape from Planet Arizona" is that English learners become engaged in this software because the graphics, plot and characters are so intriguing.

The CD-ROM is a hybrid designed for Windows 3.11, Windows 95 or Macintosh. There are translations available in Spanish, French, German, Italian, Swedish and Japanese. Available from World of Reading at 800-729-3703. The suggested retail price is $60 and site license pricing is available; however, due to the extensive video, it is not networkable.

Linguistic Laughs!

One of the teachers from our ESL school tutors in the home of a young Japanese woman who has a new baby. During a lesson last April, the woman told her tutor that she loved the American tradition of announcing to the neighbors a child's first steps. The teacher said that she didn't know of such a tradition, so the student walked her teacher over to a neighboring apartment where a sign prominently proclaimed the Easter message, "He has risen!"

—Kaleen Wineinger, M. A.
Director, The English Workshop

An ESL teacher holding and end-of-term party at her house noticed that there wasn't enough ham on the table. She gave a young Spanish student $10 and asked him to buy ham at the corner shop. Ten minutes later he returned with his bounty, but when the teacher opened the bag, she didn't find any ham. Instead, there were three jars of jam inside. She had forgotten that the "h" sound in Spanish is represented by the letter "j". When the misunderstanding was discovered, everyone laughed (ja, ja, ja).

—Dominick Egan
Catholic University, Washington D.C.

E-mail your true and humorous ESL story to eslmagazine@compuserve.com, subject: linguistic laughs.

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Bring Language to Life!

Using Video in Your ESL/EFL Program

BY KATHLEEN F. FLYNN, PH.D.

Are you looking for a way to liven up your classroom? Do you want to get your students more involved? Try video! The videos available today bring language to life in the classroom. They get students involved in cultural situations, job hunting, family matters, even personal decision making.

Are you curious about using video? Consider all the advantages. One characteristic of video is that it presents language in the context of life; it shows students how language is used naturally in realistic settings. Students can see facial expressions, gestures, and whether the speaker is hesitant or not about a particular subject. They can observe the body language of a situation, how far apart people stand, how the characters react to emotional situations—information that is difficult to get from a book or an audio tape. This context has several advantages.

First, the language is authentic; this motivates students and also teaches language that is useful. In addition, the context increases the probability that the second language input will be comprehensible; hasn't everyone had the experience of being able to guess the meaning of something said in a foreign language because of the context in which it was said? Moreover, the settings presented in video teach more than language—they teach culture, which many students need to know as much as they need to know English. Students who are new to the culture feel comfortable because they can see how others have handled typical problems with school, family, or finding a job.

Video can also add variety to the classroom so that more than one method is used to present language. Not only will this make a class more interesting, but it can help students with different learning styles. Many visual learners feel left out in the typical classroom setting but can benefit from the visual input of video. Auditory learners also benefit since they can listen to videos more than once.

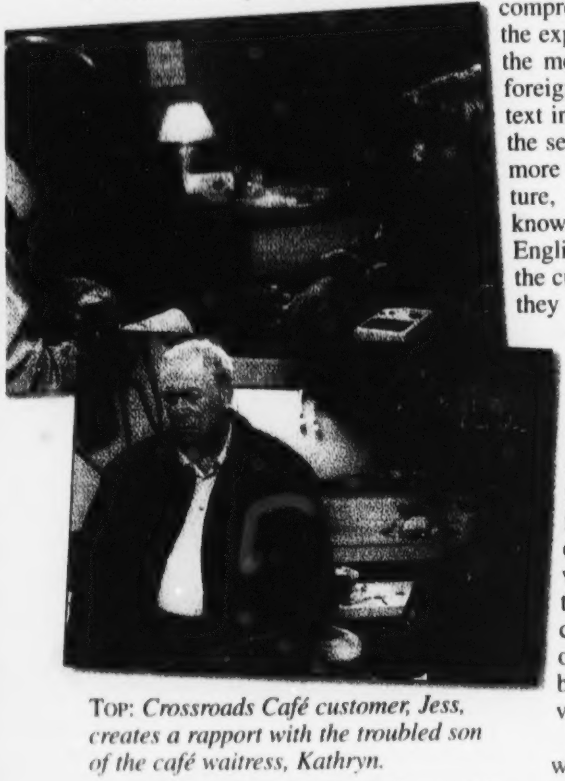
Because videos can be watched again and again, they can provide the repetition that language learners need. Most companies that sell ESL videos allow the them to be copied (with permission), so that students can rent the videos or tape them off the air and them watch them at home.

Videos appeal to a wide variety of today's ESL students. Younger students are part of the video generation. Many are more comfortable watching videos than reading books. Many adult learners need to see cross-cultural situations being acted out. This adds to their confidence in facing new situations in a new language.

Finally, videos offer flexibility. Many adult ESL learners have families and/or are working and have to manage their study time carefully. Students can go to a lab or check out a tape and watch it several times. Slower learners can spend more time with the material while more advanced learners can progress at their own speed.

Not all ESL learners study in academic ESL programs. Some learners are part of the new "Welfare to Work" programs which are being started around the U.S. These learners are in school and need to learn English or improve their English skills quickly. They don't have time to commute, there may not be a campus that's easy to get to, and they are trying to juggle the demands of work, school, and family. Video can provide the flexible instruction they need.

Video is also applicable in distance learning programs which fit the busy schedules of many working students who can benefit from a combination of classroom and home study. In a distance learning class, students meet with a teacher six to eight times in a semester and then watch the videos on their own time. The videos are aired on public television or can be rented or borrowed.



TOP: *Crossroads Café customer, Jess, creates a rapport with the troubled son of the café waitress, Kathryn.*

ABOVE: *When vandals target Crossroads Café, owner Victor Brashov and Rosa Rivera, the cook, share a reflective moment.*

Types of Video

There are videos available for a wide variety of students and instructional settings. Three main types of ESL videos available today are video series, supplementary videos, and video-assisted learning (see chart below).

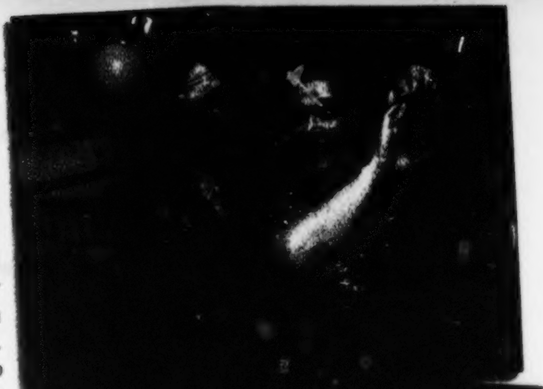
In a video series, the video is an essential part of the course. Students watch the video both in class and at home. Most video series have an involved plot line and a number of characters providing students with real-life situations to discuss and write about. There are text books, photo books that follow the plot, readers, and lab work books. Most video series are designed to be used both in a traditional classroom and as part of a distance learning program. In fact, the three video series described here have been aired on public television stations in the United States.

How you use video in your ESL program depends on your focus. If your program has a distance learning class or you want to use ESL videos on an ongoing basis, then a video series will offer you and your students a rich amount of material. There are three major video series available today.

▶ **Connect With English** (CWE) is a video series composed of 48 15-minute episodes. The story follows a young woman who must pull up her roots in Boston and move to California. Her dreams and struggles are much like those of ESL students. There are also two other video segments which introduce the series and student learners who discuss the series on tape. This is one of the interesting features of CWE—students get to see the reactions of other ESL learners. CWE is organized so that it can be used off-air, in a classroom or lab, as part of a home-study program, or a combination of these.

The series is divided into four segments. There are video comprehension books, conversation books and grammar guides for each segment, supplemental video scripts, and a series of graded readers. It is currently being aired on public television in the U.S.

▶ **Crossroads Café** is a video series composed of 26 half-hour episodes. The series revolves around the lives of six characters who work at or frequent



TOP: *Scene from* Connect With English *in which the Mendosa's celebrate.*

ABOVE: Connect With English *has included a discussion session at the end of each episode which depicts non-native speakers practicing English by talking about the video. These discussions show viewers they need not have a complete grasp of English in order to participate in meaningful conversations.*

Types of Video to Use in the ESL Classroom

		Number of Episodes	Teacher's Guide	Public TV	Level*	Publisher
Video Series	Connect With English	48+2	●	●	A, C	Videos: Annenberg/CPB Books: McGraw-Hill
	Crossroads Café	26	●	●	A, C	Videos: INTELECOM Books: Heinle & Heinle
	Family Album, USA	26	●	●	A, C	Prentice Hall
Supplementary Videos	Insights -Books 1 and 2	2 Videos	●		C	Addison-Wesley Longman
	ABC News ESL Video Library	10 Videos	●		A, C	Prentice Hall Regents
	Mosaic One and Two	2 Videos	●		C	McGraw Hill
	Interactions One and Two	2 Videos	●		C	McGraw Hill
	Side by Side	4 Videos	●		A	Prentice Hall Regents
	Spectrum	2 Videos	●		A, C	Prentice Hall Regents
Video-Assisted Learning	I Want to Read	3 Videos	●	●	A, LT	New Readers Press
	TV Tutor	8 Videos			A, LT	New Readers Press

**A=Adult, C=College, LT=Literacy Training.*

the café. There are two photo story books and two work texts. It is also being aired on public television in the U.S.

▶ **Family Album, USA** is a video series about a family in the U.S. and the people with whom they interact. There are 26 half-hour episodes and four student books that are meant to be used in a classroom setting. There are also two *Viewer's Guides* which contain the scripts and are designed for independent study. This series originally aired on PBS and is now seen on educational channels in the U.S. and overseas. *Family Album, USA* has aired in over 60 countries.

The second main type of video is supplementary video. These are generally used as part of a class, but they can also be used in a lab. Supplementary videos come in two varieties. One type is designed to promote a specific skill such as taking notes or understanding lectures. For example, the *Insights* series presents high-level university lectures on video and through the companion text provides support in understanding the lectures and the vocabulary. The lectures are not edited and provide a very real introduction to the demands of listening to a professor who is a native English speaker and who does not slow down to accommodate students with limited English proficiency.

Another example of this type of supplemental video is the *ABC News* series. Students watch actual ABC news broadcasts on topics such as business, health, the environment, and American culture then explore these topics further with a corresponding text. The text contains reading material related to the stories, vocabulary exercises, and practice in all four language skills. These texts are not intended to replace the main grammar book in a course. Instead, they provide current topics for reading, writing, and discussion.

A second type of supplementary video is produced to accompany a text book or book series. These videos are intended to enhance a book series, for example, by providing video clips that explain a reading selection or highlight language functions, structures, or vocabulary. The *Interactions* and *Mosaic* series now have video programs with clips of authentic materials related to the themes of each chapter. There is also a video guide for *Mosaic* that includes video-based activities. The *Side by Side* and *Spectrum* series also have videos and video workbooks designed to supplement the main texts.

The third type of video available is video-assisted learning for use in a lab, classroom, pull-out class, or home-based learning. Video-assisted learning is usually introduced by the teacher who shows students how to use the tapes. Students then work at their own pace in the lab or at home. Videos such as *I Want to Read* and *TV Tutor* are designed to strengthen a specific skill such as reading or basic word recognition. These videos are meant to be self-paced so that an adult student with limited literacy skills can benefit from repeated viewing in the lab or at home. These

Continued on pg. 22

TOP: *The Stewart family of Family Album, USA.*

BOTTOM: *A Stewart family picnic. As viewers follow the daily lives of the Stewarts, they learn English as well as American culture.*

Video Really Works!

Patricia Dooley:
ESL Distance Learning Teacher

What I love about using a video series is how excited my students get about learning. They beg me to go over the video, and they talk about the characters as if they were their friends. It's almost like talking about a show that we all have seen the night before on TV, but then we have a book and can do grammar exercises. The first time I taught this course, I wasn't prepared for the emotional involvement that the students had. They get upset when something unfair happens to one of the characters. I like to use this emotion to talk about situations that they deal with everyday and how they can avoid being treated unfairly. The best thing about teaching with a video series is that my students don't drop out. They watch the episodes at home and then they are ready when they come to class. I'm sold on using video. I don't think I want to teach from just a book again!

Patricia Dooley

Maria Chacon:
ESL Distance Learning Student

This is my favorite class because everything is clear from the tapes. My son makes the video tapes for me from the public TV station and he watches them with me. I watch them again and then I work in the book. It doesn't matter if they speak fast on the tape because I can listen again. This is really good. I work and I don't have time to take the bus to go to the lab. If I watch the video at home, it is better for me.

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It's **Connect with English**, the highly anticipated ESOL television, video and print course from the producers of **French in Action**, and **Destinos: An Introduction to Spanish**. Led by a distinguished panel of academic advisors, WGBH-Boston, the McGraw-Hill Companies, and the Annenberg/CPB Project have joined forces to create a ground-breaking series that will change the way young adult and adult learners, all over the world, connect with English. **Connect with English** provides 48 fifteen-minute 3-part story episodes plus an introduction and a segment of student portraits for a total of 12 and 1/2 hours of video.

CONNECT WITH ENGLISH features a variety of flexible print materials that include:

- **Video Comprehension Books** 1-4 help students build comprehension skills and gain a clear understanding of the characters and story line in *Connect with English*.
- **Conversation Books** 1-4 help students develop oral communication skills using the themes found in *Connect with English* as a springboard for classroom discussion.
- **Grammar Guides** 1-4 help students develop mastery of the grammatical structures found throughout *Connect with English*.
- **Connections Graded Readers** feature controlled vocabulary and grammar at four distinct levels of difficulty to encourage new readers to be able to read with understanding as well as enjoyment. (16 books)
- **Home Viewer's Guide** helps students study at home or in a tutorial learning situation. Available in English and in four bilingual editions: Spanish/English, Chinese/English, Korean/English and Thai/English.
- **Video Scripts** 1-4 provide the instructor with complete transcripts of the *Connect with English* story, including the original filming and stage directions.
- **Instructor's Manuals** contain answer keys, detailed teaching suggestions and a testing program. There is a separate manual for each of the following sets of books: Video Comprehension Books 1-4, Conversation Books 1-4, and Grammar Guides 1-4.

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The Annenberg/CPB Project WGBH McGraw Hill

two videos can be used for ESL and adult literacy students and may also be used with younger learners. *I Want to Read* introduces phonics and word recognition from context. *TV Tutor* is a more basic set of videos which begin with sound-letter associations and pronunciation. These videos provide learners with basic information which they can view as many times as they need in order for learning to take place.

Kathleen Flynn demonstrates the technique of pausing the video and asking students to write about a scene.

Potential Drawbacks

One fear of administrators is that teachers will simply start a video and essentially stop teaching. Of course, this doesn't need to happen. Training teachers in how to use video in the classroom is important and can be provided through in-service workshops. Some publishers offer workshops to schools that purchase a video series.

Other issues include the cost of the videos themselves, copying videos or renting them, and maintaining a check-out or library system so that the videos can circulate among students who want to use them in a lab or at home. These are costs which an ESL program will have to take into account. Considering all the potential benefits of video, it can certainly be worth the investment.

Some might ask if video will replace teachers. The answer is an emphatic "no"! The video series and supplemental videos available today are materials that will not benefit students without the guidance of a teacher. It takes a skilled teacher to show students how to apply the lessons learned from these videos in real academic or life situations.

Overall, video can make learning a richer experience. Students get more time on task and can do their lessons when their schedules allow. To respond to this need, publishers are adding video components to more of their materials. In the next few years we will see even more videos that bring language to life in the classroom. Stay tuned!

Kathleen F. Flynn, Ph.D. is Professor of Credit ESL and the Chair of the Credit ESL Division at Glendale Community College in California. She is author of several ESL texts and teaches distance learning ESL courses.

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TESOL Video Interest Section

The TESOL (Teachers of English to Speakers of Other Languages) Convention in New York City in 1999 will mark the tenth anniversary of the formation of the TESOL Video Interest Section (IS). The Video IS, a special interest group of the international TESOL association, focuses on the production and use of video and video-related technologies in the teaching of ESL.

The section publishes a newsletter (*TESOL Video News*), coordinates video-related projects, and organizes video-related presentations and other events for Annual TESOL Conventions. Membership is open to all members of the international TESOL association. For more information, please contact: TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751 USA, tel: 703-836-0774, fax: 703-836-7864, e-mail: tesol@tesol.edu.

by Susan Stempleski

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ACCURACY VS. FLUENCY:

Which Comes First in ESL Instruction?

BY MIRIAM EISENSTEIN EBSWORTH, PH.D.

While communicative competence has been widely accepted as the goal of teaching English as a second language, there is considerable debate regarding the ideal way to help students learn English. The "fluency first" movement engages learners in purely meaning-oriented practice until they have attained fluency in the second language. Issues of grammatical and phonological accuracy are dealt with at a later time. However, others express concern that a unilateral focus on fluency will reduce the likelihood that learners will ever attain accuracy in their second language oral and written production.

Defining Fluency and Accuracy

To examine the "fluency first" argument, let's start with some definitions. *The Longman Dictionary of Language Teaching and Applied Linguistics* defines second language fluency as "the ability to produce written and/or spoken language with ease...speak with a good but not necessarily perfect command of intonation, vocabulary and grammar...communicate ideas effectively, and produce continuous speech without causing comprehension difficulties or a breakdown of communication." *Longman's* also notes that fluency "is sometimes contrasted with accuracy, which refers to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently" (p.141).

> *"The degree to which fluency and accuracy are stressed will vary with the nature of the learner community and with learners' backgrounds and goals."*

Clearly, fluency and accuracy are overlapping constructs. For example, a certain degree of accuracy is required for fluency. A steady stream of speech which is highly inaccurate in vocabulary, syntax, or pronunciation could be so hard to understand as to violate an essential aspect of fluency—being comprehensible. On the other hand, it is possible for a speaker to be halting but accurate or for a writer to write well but not under time constraints. Sentence level grammatical accuracy that violates principles of discourse and appropriateness is also possible, but such language would not be truly accurate in following the communicative rules of the target language.

Alternative Approaches

1. Meaning first

The "fluency first" approach assumes that early work in the new language should focus on meaningful practice in context both in receptive and productive skills. In other words, give learners a substantial dose of comprehensible language and the opportunity to use it. Whether or not the language produced at early stages is grammatically accurate is considered unimportant. In fact, "fluency first" advocates fear that early attention to accuracy may get in the way of fluency, could make the learner overly self-conscious, and impede second language development from both cognitive and emotional dimensions.

A second, related possibility is suggested by Krashen and Terrell's "Natural Approach," in which ideal early second language input is intelligible but slightly ahead of the learner's interlanguage (a learner's own

Nothing New Under the Sun

In his text entitled, *25 Centuries of Language Teaching*, Kelly reveals that linguists have been arguing the accuracy vs. fluency debate for ages. In a 1648 version of inductive methodology, Comenius commented, "All things are taught and learned through examples, precepts, and exercises. The exemplar should always come first, the precept should always follow, and imitation should always be insisted on." Cooper used minimal pairs to teach accuracy in phonology in the seventeenth century. Substitution drills go back to the 1500's!

Today, Pienemann (1984) suggests that formal instruction in specific grammar elements can speed acquisition if these elements are presented when learners are developmentally ready. As a practical matter, classroom teachers can't wait another century for the issue to be resolved. They need to develop sensible and responsive approaches to supporting their learners' second language development as the debate continues. What is a teacher to do?

evolving form of the new language). Indeed, it is widely accepted that input at all stages of acquisition should be "comprehensible" to the learner. The Natural Approach also recommends that early practice focus on listening skills, allowing for a "silent period" before the learner feels comfortable speaking. As speech emerges, meaningful practice is urged. Accuracy is thought to evolve as the learner progresses, without conscious attention to form or overt error correction.

This leads to an important distinction among language methodologists. According to The Natural Approach and proponents of "fluency first," it is crucial to focus on meaning exclusively in early stages of learning. Feedback is considered necessary only when intelligibility is affected. Ideally, the clarification provided through second language instruction interaction is thought to result in greater clarity and fluency on the part of the learner. Those learners who wish to focus on accuracy are encouraged to do so through reference to a grammar text and/or private discussions with the teacher.

2. Accuracy first

Another possibility for language instruction is to begin by making accuracy a priority, usually through focusing on how the language works from the beginning. This means teaching the second language deductively. One such approach, sometimes called "Cognitive Code," was traditionally associated with Chastain. In this case, a lesson would begin with a conscious review of a particular grammar structure or rule, followed by a substantial amount of language practice illustrating the point. Perhaps because this reminded people too much of the disgraced grammar-translation approach, albeit without the translation, it was never widely adopted by ESL methodologists. It is rumored, however, that some ESL teachers, particularly those with a linguistic bent, have privately used this approach which is not unlike some grammar-based language teaching common in Asia and Eastern Europe.

The "Silent Way" is another "accuracy first" approach, considered revolutionary when first proposed by Gattegno in the 1960s. Through the use of colored rods and abstract color charts called "fidels," the learner commences with a focus on the rule-governed nature of the language, its grammar and phonology. Vocabulary is kept to a minimum, and language is presented in manageable chunks, with meaning made clear through action. In the case of The Silent Way, issues of grammar are not dealt with consciously, and metalinguistic aspects of language are not discussed. Error correction and feedback are provided through visual cues which encourage learners to correct themselves. The accurate use of the grammatical building blocks of the language provides the framework for the development of fluency, as subsequent instruction focuses on both.

3. Accuracy and fluency from the beginning

A third alternative is to deal with both fluency and accuracy from the beginning of second language instruction and to continue working on each, sometimes emphasizing one, the other, or both. Again, substantial amounts of comprehensible input at appropriate developmental levels for learners is recommended. However, appropriate feedback and conscious attention to how the second language is structured are also included. The degree to which fluency and accuracy are stressed will vary with the nature of the learner community and with learners' backgrounds and goals.

In a clear and practical guide to communicative teaching called "The Tapestry Approach," Scarcella and Oxford take the "fluency plus accuracy view." They discuss how accuracy and fluency interact in formal learning, noting that while the goal of most students is effective communication, there are some learners who require a high level of mastery. The Tapestry Approach encourages teachers to work on both. In Scarcella and Oxford's words, "formal instruction and practice can enhance both fluency and accuracy."

Evaluating the Alternatives

Criticisms of each approach by proponents of the others abound. Too much focus on grammar gets in the way of fluency. Too much error correction makes learners self-conscious. Lack of focus on accuracy results in fossilized learners whose errors have become highly resistant to improvement.

What are the underlying issues here? As Stevick pointed out some years ago, learners continue to acquire languages successfully via radically different formal methods. The key appears to be that not all English learners are the same. It is certainly the case that different learner populations have distinct goals regarding the English they need. They may require it to varying degrees for oral or written communication, formal or informal contexts, for reading signs and cereal boxes, filling out forms, writing letters, using the telephone, using the Internet, or writing academic or scientific papers. The result is that not all learners seek the same degree of fluency and accuracy in their English.

Students may also have different timetables for achieving their language goals.

Max, for example, is a blue collar worker who uses English primarily to communicate on the job. Gina, a homemaker, needs functional English to survive in daily life. Liudmilla is a dentist who must master academic texts in English, pass competitive examinations, and communicate successfully with her patients. Juanito is a child who must learn academic and social English to connect with peers and teachers. Mei Ling is a university student who needs to pass a writing test to take classes for credit. Frank wants to be a legal secretary and must have excellent speech for dealing with the public and exemplary English writing skills for correspondence.

Research into the issue does not provide simple answers. Krashen makes an effective case for comprehensible input. Swain shows the importance of comprehensible output and the need for feedback to learners. Long and others stress that interaction is the key to success.

Montgomery and Eisenstein found that a combination of a grammar class and a meaning-focused class based on field trips resulted in greater grammatical improvement for learners than taking the grammar class alone, but there was no improvement in fluency. Camhi's writing method begins with grammatical awareness as the tool for accuracy. The awareness component is used as a precursor to a process writing class with feedback for meaning and accuracy. This makes learners dramatically more successful than similar learners without it. Finally, in a recent study with C. William Schweers, the author has found that the majority of teachers surveyed favor the judicious use of grammar for accuracy within a meaning-centered communicative approach. Teachers of young children are more likely to advocate relatively less attention to form.

Implications

Teachers must balance issues of fluency and accuracy depending on the specific needs of learners and the resources of time and materials for instruction. Mei Ling and Liudmilla clearly need to develop both fluency and accuracy as soon as possible. For Max and Gina, survival English is the priority. But even for them, meaning-centered language practice must include sufficient accuracy so that they can be understood by others. The real issue is not a choice of fluency or accuracy first—the two are inextricably related. Professionals must make decisions geared to learners' backgrounds, styles, abilities and requirements.

Students need the opportunity for substantial interaction so that they can get feedback on their own production and practice in understanding others. The level of attention given to accuracy must be appropriate for them. A reflective teacher needs to discover what works with every learner in every class. What should come first is neither fluency nor accuracy but rather the learner. The teacher needs to decide what will be most effective in supporting each learner's acquisition of English and success in the context of their own lives.

Miriam Eisenstein Ebsworth, Ph.D. is Director of Doctoral Programs in Multilingual, Multicultural Studies at the New York University School of Education, Department of Teaching and Learning. She has authored two texts and numerous articles on second language acquisition research and pedagogy.

Accuracy and Fluency Self-Assessment for Teachers

Self-Assessment

- How do I feel about my students' errors?
- How do I feel about my students' fluency?
- When my students talk to me outside of class, which do I tend to notice more, their accuracy or their fluency?
- Do I enjoy teaching grammar? pronunciation? vocabulary?
- What techniques do I believe help students with accuracy?
- What techniques do I believe help students with fluency?

Class Assessment

- What are my students' needs and goals for English?
- What percentage of class time do my students spend using productive skills?
- What percentage of class time do my students spend using receptive skills?
- What activities in my class emphasize accuracy?
- What activities in my class emphasize fluency?
- What activities in my class emphasize both?
- How do I provide feedback to my students?
- How often do I correct students?
- How do my students respond to feedback?
- Do my students seem cautious and calculating to avoid errors in their production?
- Do they seem to feel free to produce language without great concern about errors?
- Am I satisfied with my students' progress in accuracy?
- Am I satisfied with my students' progress in fluency?
- Are my students' satisfied with their progress in accuracy?
- Are my students' satisfied with their progress in fluency?
- Does the emphasis in my classroom match my students' needs and goals?
- Which area, accuracy or fluency, may be lacking in my classroom and what activities could I add to promote this more?

BY CHERYL PAVLIC

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NorthStar, by Addison Wesley Longman, is a new, fully integrated four-level adult series that builds language competence and develops personal ex-pression. *North-Star* consists of a listening/speaking book and a reading /writing book on each of four levels—Basic, Intermediate, High Intermediate and Advanced.

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In January 1998 CPI released the Windows version of *Accelerated English, The Soap Opera*. This updates their popular DOS title used at colleges and universities in more than 50 countries. The Windows version features 3D graphics and a "role play" activity in which the user selects a character in a scene and replays the scene taking the part of that character. In role play the user sees the scene from the eyes of the character selected and says that character's lines as other characters respond. IBM speech recognition is used. This program requires a Pentium PC, 16 MB of RAM and Win 95. A set of 3 CDs costs $395.

Active English

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Russian Immigrants in the ESL Classroom

Success, Motivation, and Acculturation

BY MICHAEL BERMAN, M.A.

Over the past decade, the Russian /Eurasian region has arguably been the most topsy-turvy political and socio-economic arena in the world. Since 1991, fifteen states have declared their independence, and the region's market economies are undergoing unprecedented change. What the world may have once mistakenly perceived as a homogenous Soviet Union has now displayed its true diversity. It is certainly difficult to make generalizations about people from this diverse region. Nevertheless we may benefit from considering the impact on the ESL classroom of educational, cultural, and linguistic traits shared by these students.

First, what do we mean when we say "Russian?" We can say, in a sense, that there are really two Russian homelands. One corresponds to the present day nation of Russia, which conforms to the territory inhabited by ethnic Russians. The other includes states that are beyond Russia proper but were once part of the pre-World War I Russian Empire and, subsequently, the Soviet Union. We are dealing with a chameleon of a word, a term that can simultaneously function as an ethnicity, a nationality, a region, and a language. In this article, "Russia" will be treated as a region including Russia proper as well as the former Soviet states. Unless otherwise specified, "Russian" will refer to a person from this region.

However, despite the broad use of the term "Russian" in the article, which is simply practical in this context, the ESL teacher should be very careful to recognize national sovereignties in the classroom. In fact, although most Americans and Canadians view divisions in this region as political, these distinctions are as much ethnic in nature as they are political. Sovereign borders generally coincide with ethnic identity. A Ukrainian, for example, considered himself Ukrainian, not Russian, even before Ukraine became independent in 1991. I recall being corrected quickly by Yuri, a Ukrainian student of mine, after having mistakenly called him a Russian. Yet he corrected me with some fatigue, obviously growing tired of making the effort. The job of the ESL teacher is to assist students in this effort rather than making it more burdensome.

Challenges in the new culture include making friends, learning English and even shopping.

Education

LIVE A CENTURY, LEARN A CENTURY.

—Russian proverb

Russian students in the United States and Canada have a long-standing reputation for being among the most highly motivated and well-prepared students in their classes. Several factors would explain such a trait. First, most schools in the former Soviet Union are rigorous. They preach discipline and often take students beyond typical United States and Canadian high school curricula in certain subject areas, the sciences in particular. "If you pass high school," says Rita Kaushanskaya, a recent graduate of Long Island University who arrived from Ukraine in 1991, "you know what is taught here in university." John Slade, an English teacher at the Bodö Graduate School of Business in northern Norway, wrote of students in St. Petersburg in 1991: "These teenagers do not slouch and stare at the teacher with glazed eyes that have watched ten thousand hours of television. These kids are hungry."

In addition, Russian students are often focused on their career paths at a young age, having come to the United States and Canada with their professional goals already in mind. This is a vestige of the former Soviet educational system, which encouraged all students to channel their interests into a single professional field at an early age. The more general education typical of the West was traditionally characterized as "bourgeois decadence" and was viewed as wasteful.

A 1981 survey of 900 Soviet Jewish refugees conducted by the Soviet Resettlement Program of the Council of Jewish Federations noted the factors that had motivated their move to the United States. Second only to escaping religious persecution, bettering their children's educational future was the main reason immigrants had come. Russian Jewish immigrants were bringing with them a centuries-old tradition that valued education highly.

Meanwhile, non-Jewish Russian immigrants were also determined to push their children educationally so as to achieve a high place in society if the Communist regime were to collapse and they were able to return home. Even if they ultimately decided not to return home, higher education was seen as essential for successful adaptation to American society.

English Education

The same survey cited above identifies the language barrier as the most pressing problem for Russian immigrants. So what can we say about the quality of ESL programs in Russia? According to Allison Petro, coordinator of the International Teaching Assistant training program at the University of Rhode Island, English programs reflect the economic disparity within the region. Petro, who taught ESL at Novgorod State University in Russia in 1997, describes ESL programs in Russia in terms of "haves" and "have-nots." At Novgorod, for example, she describes a program which offers an internationally seasoned faculty, small class sizes, and up-to-date methods, equipment, and texts. However, in the majority of schools in Russia, Petro witnessed "have-not" programs that were burdened with large classes,

UKRAINE TO AMERICA:
A Student's Journey to a New Home, Culture and Language

Tatyana Pashnyak immigrated to the United States from the Ukraine with her family as a teenager in 1992. She believes her experiences, both cultural and linguistic, are similar to those of many students from the former Soviet Union and hopes her story may be helpful to other students as well as to ESL teachers.

For two years Tatyana, her parents, younger brother and sister made plans to move to America from their home in Izmail near the city of Odessa on the Danube River bordering Romania. Relatives waiting in the United States supported them throughout months of delays, trips to Moscow and extensive paperwork. The family anxiously awaited final permission to emigrate. They sought personal safety and an escape from the depressed economy there.

The Pashnyaks sold their home in Ukraine for $15,000 to buy their Aerofiot plane tickets. Passengers were limited to two suitcases per person—Tatyana filled hers with books, clothes, family photos and mementos, as well as souvenirs to share with new friends. The anticipation of a new life in America was exciting yet clouded by the difficult reality of leaving possessions, family and a familiar language behind.

Tatyana Pashnyak

During her first month in America, Tatyana felt overwhelmed by her new experiences. The cultural atmosphere was free and open–people were smiling. Supermarkets and shopping centers were a surprise. Choosing items rather than waiting in long lines and settling for anything available was vastly different. Selecting an item and placing it in a shopping cart rather than having it handed to her was a shock.

Tatyana's English background consisted of English classes that began in the fifth grade but which met only once a week for forty-five minutes and were based on British pronunciation and vocabulary. During her first days at Douglas County High School in Douglasville, Georgia, Tatyana concentrated on listening and grappling with new vocabulary. Initially, she spent half of each day in English classes. She continued to work on vocabulary and reading to strengthen her skills. Her education was a high priority for her and she was motivated to excel.

At times she felt overwhelmed by the challenge of learning English. Although she knew the grammar and the vocabulary, it was difficult to understand some Americans. Pronunciation was clearly the most difficult aspect of learning English, and she also had difficulty with articles. Other obstacles included tests; multiple choice and true/false exams were the most difficult.

Tatyana's high school had a Russian language program. The teacher for this program assisted Tatyana and was a mentor to her. It was comforting to have someone to turn to for help with translation when a dictionary was inadequate, especially with unique expressions. This teacher encouraged her to read extensively and to try to understand written and spoken phrases without looking up every word. Tatyana was proud to serve eventually as a student assistant is this program, helping students with Russian while she learned English—a great exchange.

The turning point for Tatyana in grasping the English language came in her literature class. The students read Mark Twain's short story "The Celebrated Jumping Frog of Calaveras County." Tatyana could not make sense of this story and read it over and over, as many as ten times. Once she mastered it, something clicked and future reading seemed to come much easier.

Tatyana explains that reading has helped her most coupled with the strong support of teachers, friends and family. She also found software that included English grammar helpful.

Although Tatyana has been successful in learning English, she continues to challenge herself. For example, she has determined to refine her pronunciation skills by listening to tapes, music, and television, as well as through everyday conversation. Her advice to other ESL students: "Don't be afraid. It's okay to make mistakes. Keep reading and speaking in English." She has completed three years at the State University of West Georgia and is now enrolled in the teacher education program there.

By Diane Boothe, D.P.A. Diane is Assistant Professor at State University of West Georgia and President of GeorgiaTESOL, USA.

antiquated Soviet-era textbooks, and little or no access to native speakers or modern equipment. These programs lacked the ability to bring the English language to life and provide meaningful oral practice. Therefore, the English background and ability of Russian students in ESL classrooms across the United States and Canada will tend to vary as much as the countries from which the students come.

"A Valk on the Vild Side"—Culture and Adjustment

The material culture and affluence of the United States and Canada can be quite a socio-economic shock for new Russian immigrants, as well as for those who have been here a while. Robert Hughes, an ESL teacher at Truman College in Chicago, shares an illustrative story. He asked his class of mostly elderly Russians to examine and discuss a picture in their textbook depicting Americans eating hot dogs from a park vendor. Hughes expected a discussion of American fast food or perhaps the unhealthy diets of Americans. Rather, his students chose the topic, "In America, food is readily available."

More recent immigrants typically come from opposite circumstances with ironically similar results. "We don't have a shortage of food," explains Katia Prokopenko, a high school student from Pskof, Russia, "but most people don't have enough money to buy food." Katia's grandmother complains that she doesn't know which is worse, "having less food that we can afford, or more food that we can't afford." For many new and Soviet-era immigrants alike, their views on what are necessities and luxuries will differ widely from American and Canadian views. An ESL teacher's complaint that his washing machine is broken will often meet with bewilderment rather than sympathy.

On the other hand, there are notable exceptions to this as an increasing number of Russian businessmen come to the United States and Canada who are accustomed to the material and economic culture of their new countries.

Another cultural difference is that Russians are generally more direct than Americans and Canadians. That is, where Americans and Canadians would be politely circuitous in a request or offer, Russians generally don't mince words. For this reason, Roberta Drucker, director of the Newcomer Resettlement Program of the Jewish Social Service Agency in Rockville, Maryland, cites the frequent need for job counseling to help prevent Russians from misperceiving polite orders as requests.

Similarly, she notes, this directness may cause a new Russian immigrant to take literally your invitation to "drop by anytime." Also stemming from this perceptual framework is the newly-arrived Russian's frequent difficulty in differentiating between friends and acquaintances.

Cultural adjustment may include changing the Russian "work face" into a smile.

Finally, body language differences may result in misperceptions in the classroom or the workplace. A good example, Drucker notes, is the Russian "work face." Many Russians conduct what they perceive as work, school included, with a consistent expression of seriousness. For example, a Russian immigrant student of mine from Moscow, Olga, told me she had once been asked at work if she was depressed. Having had this experience, she now smiles more frequently.

Further Notes for the Classroom

First, in the area of pronunciation, there are a handful of common problems for native speakers of Russian. These difficulties include /ɔ/-/æ/, /æ/-/a/, /ɔ/-/a/, /i/-/iy/, /h/-/ow/, /u/-/uw/, /θ/, /ð/, /w/, /v/, /h/, /r/, /ŋ/, and voiced final consonants. Keep in mind, however, that a student from Latvia, Tajikistan, or Georgia, for example, will probably not speak Russian as his or her first language, or may not speak it at all.

Second, although we have seen that Russian immigrants take their children's education very seriously, many are not accustomed to developing personal, direct, or confidential relationships with their children's teachers. Many Russian parents may not be comfortable advocating for their children in the classroom the way parents do currently in primary and secondary schools in the United States and Canada. Teachers at this level may need to take initiative in establishing this kind of relationship with parents.

Third, special education is a very new concept throughout the Russian region and is only beginning to take root in educational systems there. Consequently, students with mild learning disabilities, previously unrecognized in their native countries, stand to benefit greatly from having their problems correctly assessed in the United States and Canada. However, the teacher's job here is particularly challenging since it can be difficult or impossible to detect mild disabilities when the student speaks little English.

Fourth, while race, religion, and ethnicity are becoming common classroom and public topics of discussion in the United States and Canada, these topics are traditionally not spoken of publicly in Russian society. Such an aversion traces back to the former Soviet attitude toward these issues. Therefore, lack of participation in class discussion of these subjects should not be interpreted as a student's lack of ability or ideas.

Finally, as with all immigrant populations, we must remember that they have not usually come here to change themselves and their culture; they have come to change their country of residence. We cannot assume that people want to be like Americans or Canadians. It is the ESL teacher's responsibility to help students find a balance between their old world and their new one.

Michael Berman, M.A. teaches ESL at Montgomery College in Rockville, Maryland. He is a contributing author in McGraw-Hill's new series Connect With English *and is the author of the forthcoming ESL textbook* The Listening System. *Michael is a fourth-generation Russian immigrant.*

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Help for Teachers and Tutors of ESL/EFL
Lesson Plans and Activities for Tutors of Adults in English as a Second Language by Dave Keith (Instructional Systems, 59 pp.) provides practical, workable ideas for conducting ESL/EFL classes and tutoring sessions. Mr. Keith, who teaches ESL in Naples, FL, spends his summers teaching English in Lithuania. Requests from teachers and tutors for practical help resulted in this book. The activities, lesson plans, and exercises will provide many hours of useful instruction for ESL/EFL students. *Lesson Plans and Activities...*is available in electronic, bound, or loose-leaf form (for easy copying) at a cost of around $15 (USD).

To see a sample of this book on the Internet, go to http://zianet.com/jkline/tutor.html or e-mail Jim Kline, Editor, Instructional Systems at jkline@zianet.com. Also, please be on the lookout for our upcoming CD-ROM program, *Traditional English Grammar*. You can see a sample at http://www.zianet. com/jkline/

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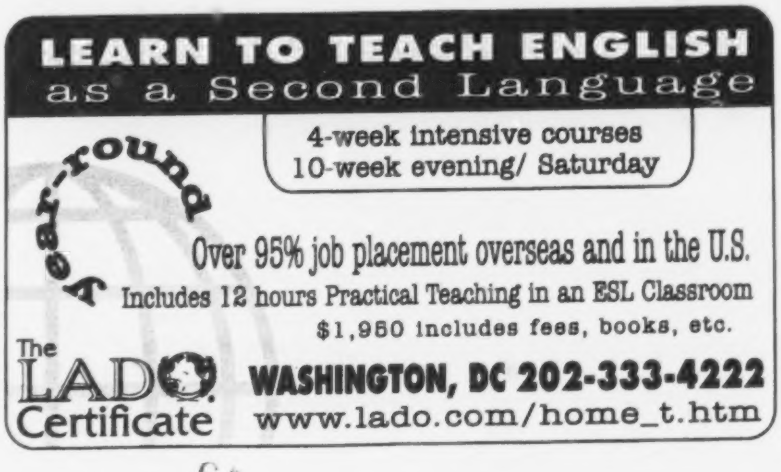

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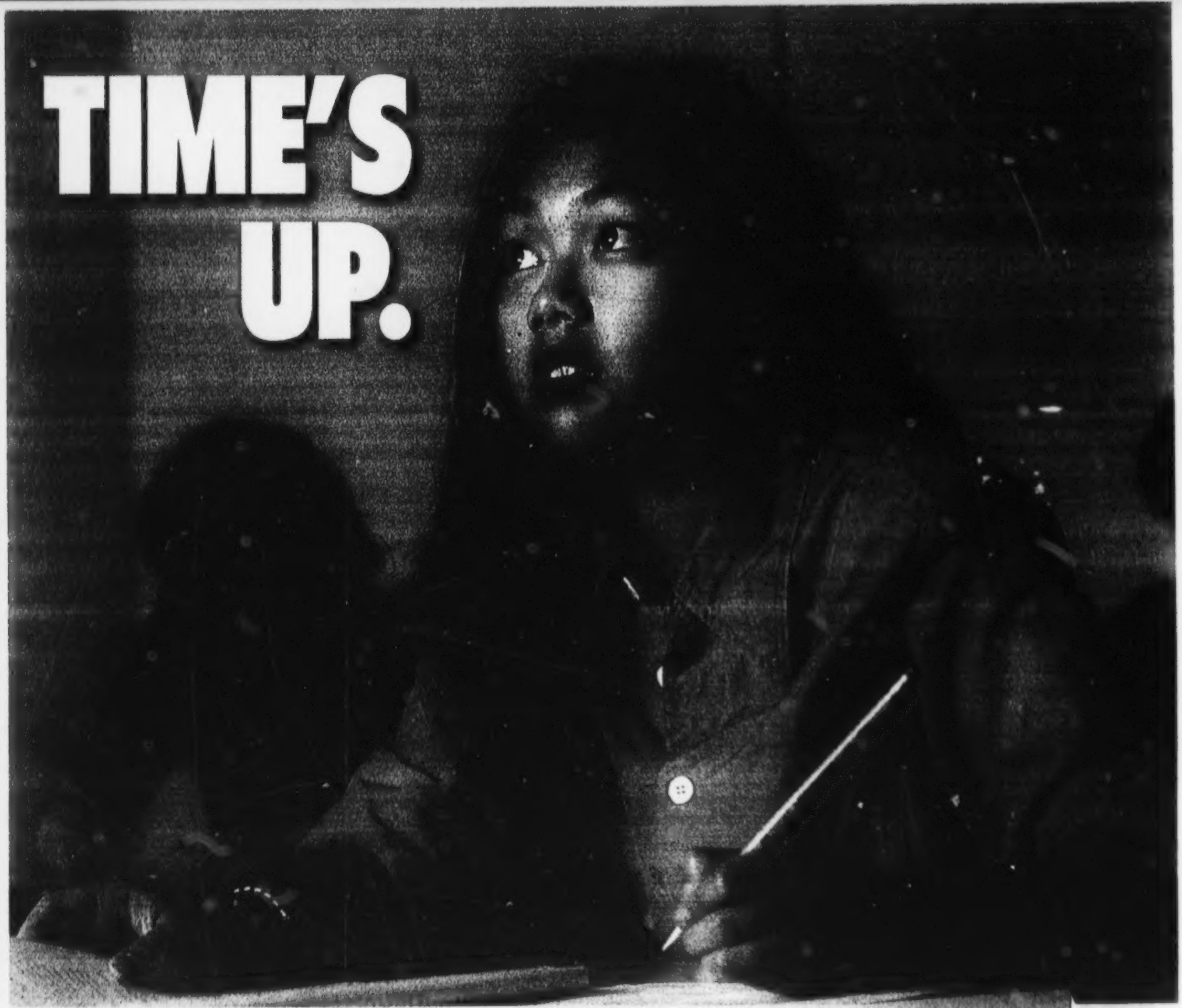

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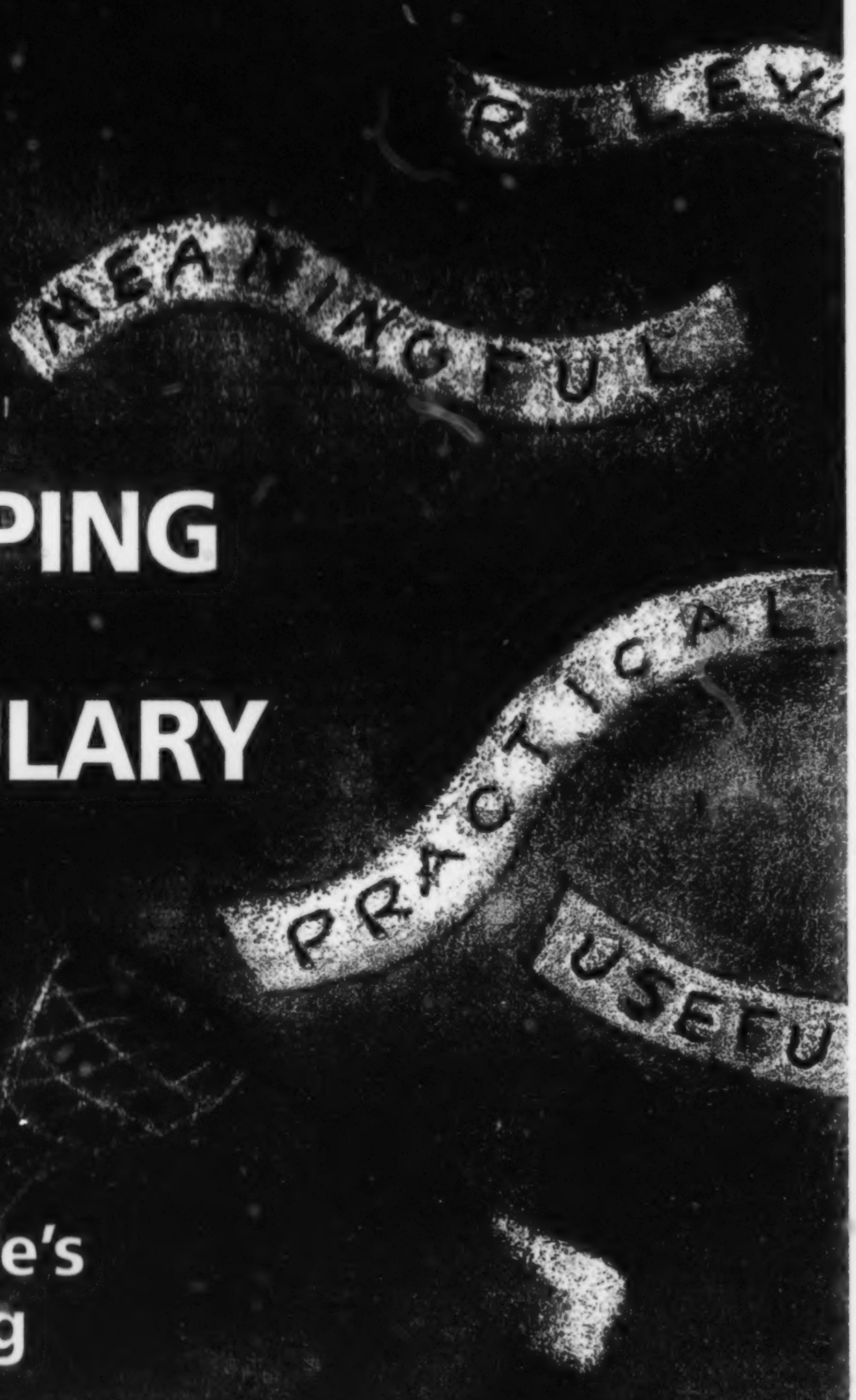
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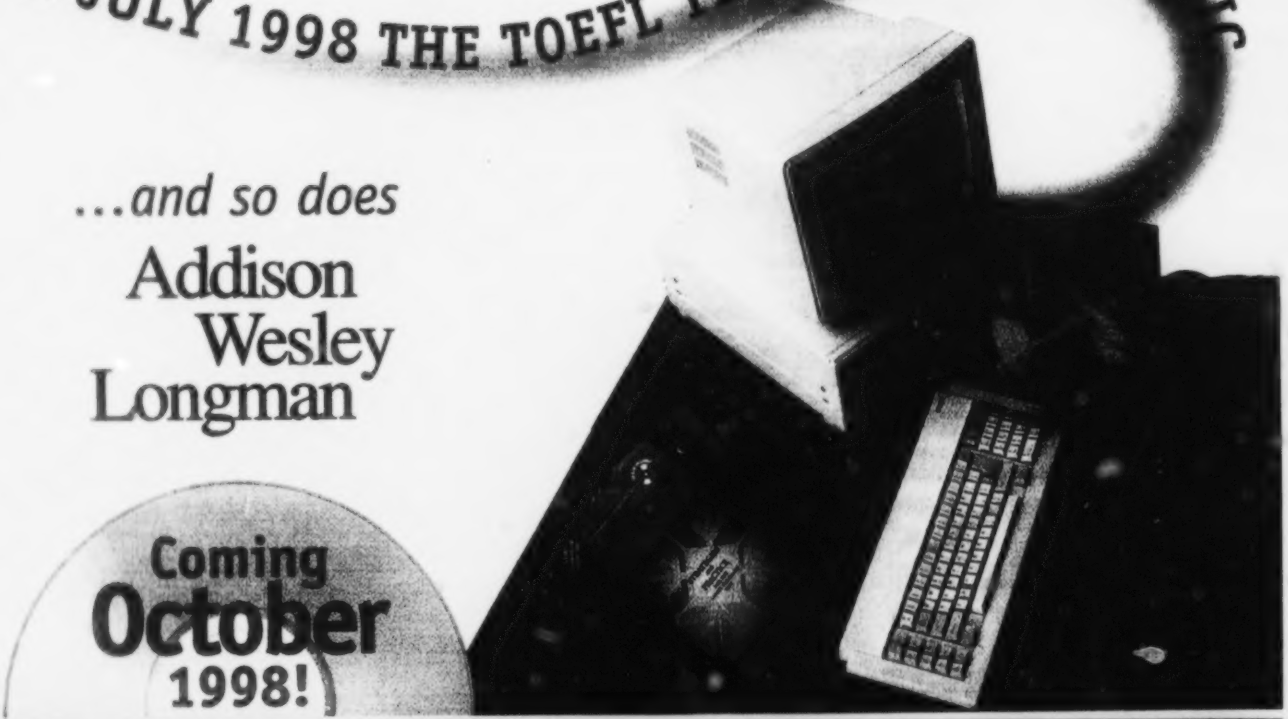
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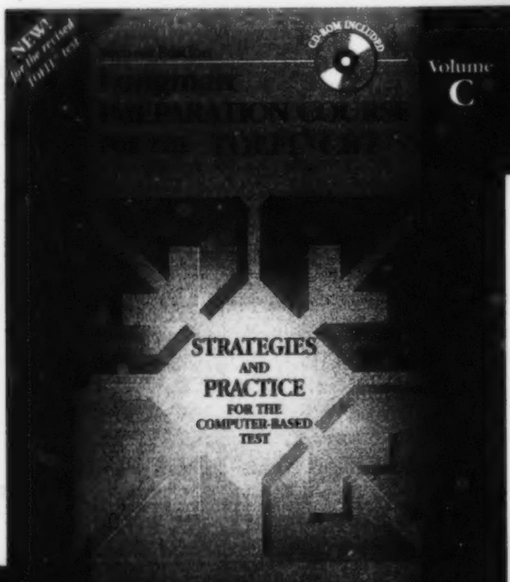
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May/June 1998
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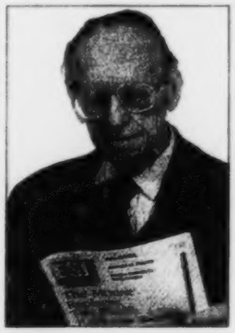

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Communicative Activities Teach Vocabulary!

Jayme Adelson-Goldstein, coauthor of the *Oxford Picture Dictionary*, connects communicative teaching methods with the development of active vocabulary. She highlights a variety of classroom activities that provide new and engaging ways of teaching vocabulary.

In just a short time, Dave Sperling has become known worldwide for his Web site "Dave's ESL Cafe." In an exclusive *ESL Magazine* interview, we meet the man behind the counter at the Cafe. Dave candidly discusses his background, how and why he started the Cafe, teaching, his books, lecturing and life in general. Learn from this pioneer who has led the way in serving ESL/EFL students and professionals around the world.

We welcome the increasing number of Arab students who are coming to study in North America. Paul Kwilinski shares his experiences and cultural comparisons with Arab students who create a lively atmosphere in the classroom and the social circles of students.

ESL Magazine would like to extend its congratulations to the entire EF Education organization for winning the Whitbread, the grueling eight-month around the world sailing race. In a world of high-tech corporate sponsors, it is refreshing to seen an education and language organization not only enter such a race, but win! It was especially exciting for the staff of *ESL Magazine* to watch the boats first-hand as the race made Annapolis, MD one of its stops. Well done!

Marilyn Rosenthal

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TOEFL Goes Electronic

▶ The lead article in the March/April issue is timely and useful for students as well as those who help prepare students for the TOEFL. I am pleased with the quality of the articles and resourceful information found in your magazine! Keep up the good work!

—BARBARA MACLEAN
CEO, Knowledge 3000

▶ Dr. Cochran has thoroughly covered all the aspects of the new computer TOEFL test and has elicited much information from its executive director, Dr. To Dutka. The article assuages fears for those who feel that the changes instituted by ETS might adversely affect students, especially in areas of the world where access to computers poses a problem.

In short, this article is a "must" for those of us in this field as it alerts us to important changes in TESOL testing practices and describes testing history in the making.

—MARY YEPEZ, PH.D
New York, NY

▶ I am delighted to see a comprehensive review of the computer-based TOEFL test and the TOEFL Sampler in the most recent issue of *ESL Magazine*. This test will be launched on July 24th. The first registration came in from Auckland, New Zealand at 8:00 in the morning on June 10. I look forward to working with all my ESL colleagues to ensure the highest quality of product and service in this first generation of computer-based language assessment.

—JULIA TO DUTKA
Executive Director, the TOEFL program

Russian Immigrants in the ESL Classroom

▶ Michael Berman's excellent article elucidated several important points that ESL teachers need to know about teaching Russian students.

I have found another classroom issue to add to his, which is not restricted to Russians, certainly, but which has been common in my experience among this group of students, namely, cheating. I wonder if working under the Soviet system encouraged students to band together to help each other. In any case, this behavior has an obvious impact on their acculturation to American classrooms.

In a similar way, it appears that some Asian students complete assignments for less able classmates as part of their duty to assist fellow immigrants or as a favor, not realizing that here such outside help is viewed as dishonesty. Perhaps a frank discussion of this delicate issue could be the topic of a future article.

—GAIL SCHMITT
Montgomery College, Rockville, MD

Using Video in Your ESL/EFL Program

▶ Thank you for your informative article on using videos in the classroom. I had heard of a few of these series but did not realize there was so much excellent material available. It was particularly helpful to have a comprehensive summary to draw from, which I'm sure will save many people and programs from committing to one series and later realizing another would have been more suitable for their particular needs. I am really becoming a fan of *ESL Magazine*!

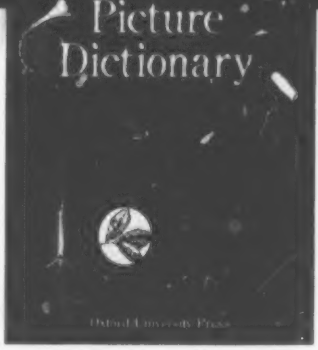
—MARIDA HINES
Gaithersburg, MD

Accuracy vs. Fluency

▶ I really enjoyed reading the March/April 1998 issue of *ESL Magazine*. Dr. Eisenstein Ebsworth highlights and correctly frames the issue by stating that a balance of accuracy and fluency depends on the special needs of the learners. As with a child learning to speak, ESL students make repeated "fluid" attempts at speaking until accuracy is achieved, perhaps many years later. It is very important that fluency be encouraged and positively reinforced if the second-language learner is to progress. Repeated criticisms or corrections by teachers, or society, hinder that process.

When I moved to a Spanish-speaking country in order to improve my Spanish, I was constantly ridiculed for speaking "Spanglish," or a broken form of Spanish. It took all that I had to make the effort to move up a notch on the language-learning ladder. After all, language learning is a creative process that, like most works of art, requires much trial and error.

—MICHELANGELO RODRIGUEZ
Atlanta, GA



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$3.6 Billion Acquisition to Create the World's Largest Education Business

Pearson, the UK-based international media group, announced in May its agreement to purchase Simon & Schuster education divisions from Viacom for $3.6 billion.

Marjorie Scardino, Pearson Chief Executive

The combination of Simon & Schuster education and Addison Wesley Longman (AWL), already owned by Pearson, creates the world's largest education business, and the largest ESL publisher in North America. The acquisition is expected to save $130 million for the companies by the year 2000.

Pearson's Chief Executive, Marjorie Scardino, commented on the acquisition, "Education is one of the great growth industries of our time. This is a tremendous opportunity to meet, in print and electronically, the growing demand of students of all ages and in all parts of the world for stimulating and effective educational programs."

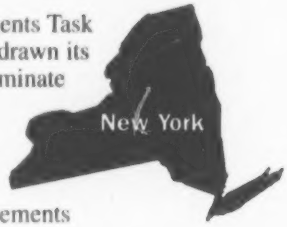
Peter Jovanovich, chief executive of AWL and future CEO of the combined business, said: "Both companies have long and fine traditions of helping teach, enlighten and enrich children, young adults and professionals in the United States and throughout the world. The combination of the professional, intellectual, editorial and financial resources of our two companies means that we will be able to take this work forward even more effectively in the future."

Simon & Schuster is the world's largest higher education business, selling print, electronic and distributed learning products to college and adult markets in the U.S. and internationally. Its U.S. school division, through the Silver Burdett Ginn and Prentice Hall School imprints, publishes K-12 texts for all major disciplines. Computer Curriculum Corporation is its educational technology business. Globe Fearon and Modern Curriculum Press, also of Simon & Schuster, publish supplemental materials, especially for middle and high school students and teachers.

AWL publishes books, multimedia and learning programs in major academic disciplines for primary, secondary, higher education and professional markets worldwide. In 1997, it earned operating profits of $98 million on sales of $924 million. CE Jovanovich was previously president of McGraw-Hill's Education and Publishing Group.

AWL's U.S. school group publishes K-12 materials and programs for reading, language arts, social studies, mathematics and science under the Scott Foresman-Addison Wesley imprints. It also has an electronic education division. AWL's higher education group publishes books and multimedia products in many academic subjects for the U.S. and international college markets through the Addison-Wesley, Longman, and Benjamin Cummings imprints. Its Longman English Language Teaching (ELT) business is a major publisher of ELT materials in the world.

New York Board Task Force Withdrawls ESL Certification Proposal



The New York Board of Regents Task Force has unofficially withdrawn its November 1997 proposal to eliminate ESL certification for kindergarten through twelfth grade teachers. Nevertheless, the Task Force plans to review current ESL certification requirements and may propose changes.

Proposition 227 Passes in California

On June 2, voters in California passed Proposition 227 to end bilingual education in the state (61% for, 39% against). The following is a brief overview of the controversial ballot measure.

Proposition 227's background. The initiative was filed in May 1997 by California businessman Ron Unz, Chairman of the "English for the Children" project (web site: http://www.onenation.org). Joined by Co-Chair Gloria Matta Tuchman, an Orange County teacher, Unz and the "English for the Children" project maintain that the current bilingual system produces English proficiency in only 5% of students originally classified as not proficient in English, a "95% failure rate."

PROPOSITION
227

What Proposition 227 says. The initiative ends the current bilingual educational system in the state. It: 1) Requires all public school instruction be conducted in English; 2) Allows students not fluent in English one year of intensive, sheltered English immersion instruction, after which they are transferred to English language mainstream classrooms; 3) Allows parental waivers to the above for children with special needs; 4) Allocates money for English classes for adults who promise to tutor limited English proficient students; 5) Permits enforcement suits against schools by parents and guardians. (Full text of the proposition can be found at: http://primary98.ss.ca.gov/VoterGuide/Propositions/227.htm).

Opposition to Proposition 227. Lawsuits have already been filed against Proposition 227's passing, so actual implementation into law is pending court rulings. Opponents to the proposition, such as the group "Citizens for an Educated America: No on Prop 227" (Web site: http://www.noonunz.org) list critical flaws with 227, among them the now-illegal status of truly successful bilingual programs at individual schools throughout the state.

—John Hickok, California State University, Fullerton

New Study Shows Marked Improvement for LES/NES Students

A number of limited English speaking (LES) and non-English speaking (NES) middle school students in Pasco County, Florida participated in a project entitled "Talk to Me."

Talk Systems, Inc., of Roswell, GA provided students with small, portable receivers with "earbuds" to wear during class. A bilingual paraprofessional used a Talk System™ to communicate with the students. The paraprofessional repeated or paraphrased the teacher's lesson. Translation was only used when it was considered essential for students' comprehension of a difficult concept. Using the Talk System,™ the paraprofessional could only be heard by the LES/NES students and not by other students.

Beatrice K. Palls, Supervisor of ESOL, Foreign Language, and Foreign Student Studies for Pasco County directed the ongoing project and reported on it in May at the Sunshine State TESOL Conference in Fort Lauderdale, Florida.

Palls and colleagues reported that after six weeks students showed marked improvement in affective behavior, particularly in taking responsibility, self-confidence, participation, motivation, rule following and interaction. Palls et al also reported preliminary evidence for improved academic achievement. Palls stated that LES/NES students using the Talk System remained interested and involved, and their learning of English was enhanced. One student participant commented, "This means we don't have to fail anymore!"

The Talk System™

EF Language Wins the Around the World Whitbread Sailing Race

EF Language, one of two boats sponsored by EF (Education First) Education, won the prestigious Whitbread Sailing Race on May 24, 1998, after eight months of grueling ocean racing. EF Language finished first out of nine boats.

"It's going to be hard to duplicate this," said Paul Cayard, skipper of EF Language. "This is a special moment. Just going around the world in a sailboat is special—but to win the race is extra special."

EF Education wanted to participate in a global event that would bring together its over 1,800 employees worldwide. Because EF employs an equal number of men and women, they entered two boats —EF Language with an all-male crew and EF Education with an all-female crew, which finished ninth.

The victory marks the end of a three-year program for Team EF, the only two-boat syndicate in the race and the first company that announced their sponsorship in the Whitbread.

Much of the success of the campaign was attributed to the enthusiasm and support of EF employees. Thousands of staff from around the world followed the race and participated in the stopovers. Leading the company's support was Bertil Hult, the founder and owner of EF. "This Race has been a great adventure for our staff, our teachers and our students. It has been an experience of a lifetime for all of us."

PHOTO BY RICK TOMLINSON

EF Language sailing in the Whitbread

EF Education is a language-oriented multinational group of nine companies and non-profit organizations, offering education services to over 500,000 participants a year. EF maintains 70 offices in 40 countries, with its world headquarters in Stockholm, Sweden and its North American base in Boston, Massachusetts.

The estimated cost of entering a boat in the Whitbread is $10 million, however sponsorship can defray much of the cost. EF is not currently planning to enter the next Whitbread.

The first around the world sailing race took place in 1968. A British newspaper, *The Sunday Times*, offered £5,000 to the sailor who, single-handedly and without entering a port, could sail fastest around the world.

Nine boats accepted the challenge, but only one finished the race—Suhaili, sailed by Englishman Robin Knox-Johnson, who was instrumental in forming an organized ocean race under the sponsorship of the English brewer, Whitbread.

The first Whitbread Around The World Race was sailed in 1973-74. Since then, the Whitbread has been held every fourth year, and no two races have been exactly alike. In the beginning the boats were large and comfortable, but relatively slow. Technology has progressed rapidly since then, and today's boats are sophisticated speed-machines with little comfort for the crew.

As the boats have changed, so has everything else. Almost all crew members today are professional sailors, the organization in each port has improved, communication with the boats has advanced greatly, sponsor interest and commitment have grown, and media coverage has exploded. The Whitbread is now one of the world's most-watched sporting competitions—a global event with global appeal.

CATESOL Conference Considers the Future of Education in California

The 29th annual CATESOL (California Association of Teachers of English to Speakers of Other Languages) conference was held in Pasadena in April. Approximately 2,500 participants attended a record 350 presentations, according to conference co-chair Chan Bostwick. The conference focused on the pedagogical and political future of second language eduction in California. Plenary speakers included Jack Scott, Assemblyman for the 44th District, who spoke on the future of education in California and Kathleen Bailey, TESOL President, who addressed the teacher's role in the learner-centered classroom. The next annual conference will take place outside California for the first time, hosted by CATESOL's Nevada affiliate in Reno, Nevada.

—Marilyn Knight-Mendelson, ESL Instructional Supervisor
Napa Valley Adult School, Napa, CA

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TESOL Arabia Sets Attendance Record

TESOL Arabia set a new attendance record at its annual conference in March in Al Ain, United Arab Emirates.

The fourth annual conference drew over 800 delegates from more than 25 countries. The conference was the largest of its kind in the entire Middle East.

The theme was "Unity through Diversity," and the plenary speakers were Professor David Crystal and Dr. Diane Larsen-Freeman. There were more than 100 concurrent sessions, and 30 publishing companies were represented. Twenty major institutions participated in the new Recruitment Expo.

The field of English language education is growing in the Middle East; TESOL Arabia has a membership of over 600.

Information regarding TESOL Arabia and the TESOL Arabia Conference '99 "Teaching Learning and Technology" is available from Geoff Stout at E512@ugru.uaeu.ac.ae or Joyce Zomer at jzomer@hct.ac.ae.

by U.A.E. Correspondent, Karen Asenavage

Conference Calendar

May

- 7-9 **Florida Sunshine State TESOL Annual Conference,** Ft. Lauderdale, FL. Contact Judy Jameson, 352-331-4318, judy@cal.org. Proposal deadline: March 15. Expected attendance: 600.
- 20-21 **New Jersey TESOL/Bilingual Education (NJTESOL/NJBE) Spring Conference,** East Brunswick, New Jersey. Judith B. O'Loughlin, 201-652-4555, joeslteach@aol.com. Expected: 700+.
- 20-23 **Centre for Research on Language Teaching and Learning (CREAL), Canadian Association of Applied Linguistics (CAAL) International Congress,** Ontario, Canada. Contact Chantel Dion, 613-520-2600, Expected attendance: 400.

June

- 24-27 **Association for Language Awareness (ALA)**, Quebec, Canada. Contact Joyce M. Angio, 418-659-6600. Expected attendance: 125.
- 26-28 **TESOL Academy**, The Johns Hopkins U., Baltimore, MD. Contact Stephen Grady, 703-836-0774, sgrady@tesol.edu.

July

- 13-16 **English Teachers' Association in Israel (ETAI)**, Jerusalem, Israel. Contact H. Hoffman, teumcong@netmedia.net.il. Expected attendance: 800.
- 13-17 **Inaugural World Conference on Computer Aided Language Learning**, U. of Melbourne, Australia. Contact Fauth Royale fauroy@ozemail.com.au., http://www.arts.unimelb.edu.au/~hlc/worldcall/.
- 17-19 **TESOL Academy**, San Antonio, TX. Contact Stephen Grady, 703-836-0774, sgrady@tesol.edu.
- 28-August 1 **Linguistic Association of Canada and the United States (LACUS)**, Claremont, California. Contact Ruth Brend 313-665-2787, rbrend@umich.edu.
- 31-August 1 **The Ohio State Conference on Second Language Reading/Writing Connections**, Ohio State University, Columbus, OH. Contact Coordinator, ESL Programs, L2Conference@osu.edu.

August

- 10-12 **National Council of Teachers of English (NCTE)**, Bordeaux, France. Contact NCTE, 217-328-3870, 217-328-0977 fax.
- 14-16 **TESOL Academy**, Seattle University, Seattle, WA. Contact Stephen Grady, 703-836-0774, sgrady@tesol.edu.
- 27-30 **International Association of Teachers of English as a Foreign Language (IATEFL)**, Constantsa, Romania. Contact IATEFL, 100070.1327@compuserve.com.

September

- 16-20 **Institute for Intercultural Communication**, 5th European summer seminar, Budapest, Hungary. Contact: bvhouten@euronet.nl.
- 18-20 **Slovak Association of Teachers of English (SLATE) and the University of Zilina**, Zilina, Slovak Republic. Contact Anna Hlavanova, hlavnova@fria.utc.sk.
- 18-20 **International Association of Teachers of English as a Foreign Language (IATEFL).** Symposium/British Council/IATEFL, Hevelius Hotel, Gdansk, Poland. Contact IATEFL, 100070.1327@Compuserve.com, www.iatefl.org/.

October

- 1-3 **Southeast TESOL'98 Annual Conference**, Louisville, Kentucky. Contact Tricia Davis at 606-622-4382.
- 15-18 **Second Language Research Forum '98**, U. of Hawai'i, Honolulu. Contact SLRF '98, 808-956-5984, slrf98@hawaii.edu, http://www.lll.hawaii.edu/slrf98/.
- 15-17 **Texas Foreign Language Association (TFLA)**, El Camino Real, TX. Contact TFLA, 1320 Modiste Dr., Houston, Texas 77055. 713-468-4959, TFLA@aol.com.
- 17 **National Council of Teachers of English (NCTE)**, professional development services videoconference. Contact NCTE, 1111 W. Kenyon Rd., Urbana, Illinois 61801-1096. 217-328-3870.
- 17 **Michigan TESOL (MITESOL) Annual Conference,**Lansing, Michigan. Contact Jean Holther, 734-663-8137, A2Jean@aol.com. Expected Attendance: 200.

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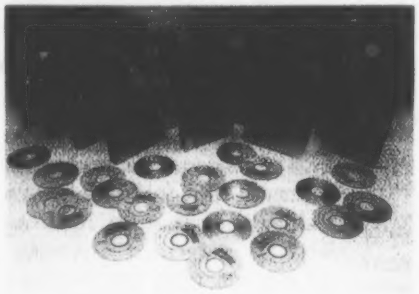

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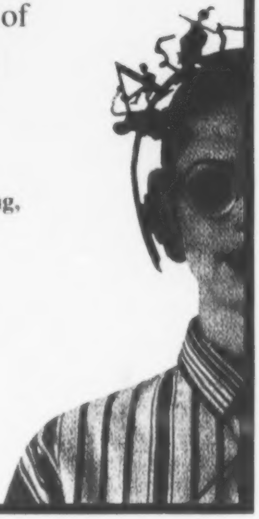

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Developing Active Vocabulary:

Making the Communicative Connection

BY JAYME ADELSON-GOLDSTEIN

Looking at the phrase "vocabulary development," some of us will conjure up images of long word lists. Others will see analogy tests from school. Still others will think of crossword puzzles and word games.

For those of us who work in the ESL classroom, however, another image comes to mind. We can envision, far too readily, a teacher valiantly trying to give context and meaning to new words while most of her students frantically search through their bilingual dictionaries for translations. This is not a reassuring image, especially in these times when teaching language in context is so highly valued.

The emphasis in teacher-training and language journals has been on techniques and strategies that develop students' communicative competence in the four skill areas—listening, speaking, reading and writing. ESL students, however, rarely read the latest journals or research articles on language acquisition.

Because many students believe that comprehension at the word level is critical to their success in English, they rebel against communicative strategies that ask them to jump over words they don't understand in a reading or listening passage. Most students will happily purchase and use a bilingual dictionary or an electronic translation device. With this discrepancy between student perception and teaching methodology, it is worthwhile for teachers to examine the connection between communicative methods and active vocabulary development. Once teachers understand this connection, they can help students employ it to learn, retain and use the vocabulary they need.

Active versus Passive Vocabulary

There are two types of vocabulary available to native speaker and language student alike. The first type of vocabulary is passive or receptive. It is the vocabulary we *see* (or hear) and understand but don't necessarily *use*. Our passive vocabulary allows us to recognize and comprehend much of what we hear or read in our daily lives. The typical native speaker's passive vocabulary contains between 45,000 and 65,000 words.

The second type of vocabulary is active or productive. This is the vocabulary we not only understand but actually *use* in our speech or writing. A person's active vocabulary is generally much smaller than his or her passive vocabulary, around 10,000 words. However, this number is still large enough to accomplish complex communicative tasks.

Once teachers understand this connection, they can help students employ it to learn, retain and use the vocabulary they need.

While most passive vocabulary development comes through receptive processes (listening and reading), active vocabulary development usually occurs when speakers find ways to use or produce new words in their speaking or writing. It is also interesting to note that active vocabularies often reflect social and work situations. Workers, families and other groups have lexicons that are activated only when people of that group are communicating with one another.

Selecting Active Vocabulary to Develop

The ESL classroom is the perfect arena for developing students' active vocabularies. Through needs assessments such as illustrated questionnaires and teacher-led question and answer sessions, the teacher can discover students' goals (personal, school and work-related) as well as their working and living situations. This information helps the teacher determine which language should be targeted for instruction and which should not.

For example, it may not be necessary to make grocery shopping language a high priority with a community of learners who do all their grocery shopping in their first language. On the other hand, it may be critical to teach a specific lexicon to students to enable them to participate fully in a special school function, such as a health fair, or to succeed in a particular workplace setting. When students work with target language that they use in their daily lives or that relates to their future goals, this language more readily becomes part of the students' active vocabulary.

Vocabulary Development and the Communicative Framework

It is now fairly commonplace to observe ESL teaching that features communicative goals such as being able to identify the locations of items in a kitchen, being able to invite a friend on an outing, or being able to discuss different cultures' views on time. More and more ESL texts, in conjunction with states' model standards for instruction, feature needs-based and/or high interest topics along with meaningful, communicative practice activities.

Despite all this support for communicative language teaching, teachers are left wondering how vocabulary development fits into this kind of framework. The ESL classes described below illustrate a variety of strategies teachers use to develop the active vocabularies of their students through communicative instruction in their classes.

A Tour of Three ESL Classrooms

The first class on our tour is a beginning level ESL class. The students in the class have just finished identifying seven out of ten pictures of kitchen items. There are simple drawings of a refrigerator, a stove and a sink on the chalkboard. The teacher is holding up pictures of three items the students could not identify: a bowl, a pot, and a frying pan. As he holds up each picture, the teacher talks about the item, naming it and describing it. He talks briefly about the bowls, pots and pans he has in his home. He talks about what kinds of food go into each item. The teacher then pauses and gives the picture of the bowl to a student, Jung Kim.

TEACHER: Point to the bowl.
(Students point to picture.)
TEACHER: Who has the bowl?
STUDENTS: Jung.
TEACHER: Right. He has the bowl. Does he have the pot?
STUDENTS: No.
TEACHER: Does he have the bowl?
STUDENTS: Yes.
TEACHER: Is that a pot or bowl?
STUDENTS: A bowl.
TEACHER: What is it?
STUDENTS: A bowl.
TEACHER: Right. It's a bowl. Jung, put the bowl in the sink.

(Jung walks to the board and tapes the picture onto the image of the sink.) The bowl is in the sink. It must be dirty.

In the class next door, intermediate level students in small groups are brainstorming a list of places that are good Saturday night destinations.

JORGE: A party.
ANA: A club.
SUNTREE: What is it?
ANA: A place you dance.
SUNTREE: Oh, I don't dance. Movies. My kids like movies.

Afterwards one member of each group reports their list while another student records the words reported by each group on the board. The teacher checks the students' comprehension of the words by making statements about the locations and asking students to respond by stating "true" or "false." For example:

TEACHER: People usually read at clubs.
STUDENTS: False.

She then proposes two new words for the list: concert and gallery. She checks to see if any students know these words, and when no one seems to, she writes them on the board and teaches the new words with examples and acting. Next, the students use their list of words as substitutions in a conversation practice activity.

STUDENT 1: Do you have plans for Saturday?
STUDENT 2: No, I'm free.
STUDENT 1: Would you like to go to a concert with me?
STUDENT 2: Sure. Who's playing?
STUDENT 1: The Bangles.

Three doors down, an advanced level class has just finished reading a passage about the ways different cultures deal with time. The teacher has asked numerous comprehension questions to establish students' understanding of the main points and now asks the students to call out the words or phrases from the reading that relate to

Vocabulary Reflection for Teachers

Skilled teachers spend time reflecting, not only on the process that occurs within the classroom, but on the various components of the language they teach. Good teaching activities often result from such reflections.

The following exercises (adapted from *Working with Words* by Ruth Gairns and Stuart Redman) will help you or your teacher-trainees consider 1) the role that previously acquired words play in vocabulary development, and 2) the pot holes waiting for language learners on the road to vocabulary acquisition.

REFLECTION ACTIVITY 1

Look at the list of words below and come up with definitions for each. Which words in your vocabulary led you to your definition?

- a readeress
- lunocracy
- a teachee
- a toolery
- a doglet
- computerette

REFLECTION ACTIVITY 2

What's the opposite of...

- dry?
- strong?
- rough?
- thick?
- hard?

Now give the opposites of the following:

- dry wine
- strong cigarettes
- a rough sea
- a thick person
- a hard exercise

What does this indicate about the very common practice of teaching opposites.

time. Students point out phrases such as "on time," "in the nick of time," "quality time," "fashionably late," etc.

The teacher then asks the students to categorize the time words and phrases as positive, negative or neutral concepts. In some cases, students disagree and a class discussion ensues. Later the teacher will have the students choose five words from the reading that they don't understand. Working in groups, the students will pool their lists and their knowledge to see if they can 1) define the words for their teammates; 2) recognize the roots of any of the words; and 3) make contextual guesses about the words' meanings. As a final activity, the students will use a dictionary to look up any unknown words and evaluate the accuracy of those definitions they've created.

Vocabulary's Role in the ESL Lesson

The three teachers we've just visited are all building students' vocabularies within a communicative lesson. Despite the differences in levels, topics and language focus, the students are moving from "see-level" (the ability to recognize words, i.e., passive vocabulary) into "use-level" (the ability to use the words to communicate, i.e., active vocabulary.)

The first two lessons focus on speaking and listening skills and are, therefore, communicative. The third lesson has a reading focus and perhaps a less obvious communicative nature until we consider that reading and writing are opportunities for the author and reader to communicate with each other. Therefore, activities that encourage students to discover the meaning of an author's words reinforce the communicative aspects of reading.

The lessons above show how meaningful vocabulary lessons come from the context of the overall lesson. Rather than a discrete number of words, related or otherwise, the lesson's or task's objective is the basis of the vocabulary that is presented and practiced. Most importantly, students' prior knowledge is activated and exploited from the outset, so that the teacher can focus on a limited number of new vocabulary items. Retention research indicates that a meaningful, focused task helps learners move new information from short term into long term memory and helps them retrieve the new information more readily. Therefore, the tasks in these classes assist students in organizing, filing, and using the new language in conjunction with previously "filed" language.

Communicative Classroom Techniques

The activities in these classes came out of specific TESL concepts such as early production from Krashen and Terrell's Natural Approach, Spencer Kagan's Cooperative Learning techniques as well as the problem posing and discovery methods of learning.

If we acknowledge that knowing students' needs is critical to effective teaching, then pre-assessment activities become an important part of the teaching cycle, allowing the teacher to identify which language within a topic area is already "owned" by the students and can be used to give context to new or unknown language.

Rather than a discrete number of words, related or otherwise, the lesson's or task's objective is the basis of the vocabulary that is presented and practiced.

Visuals of any kind make excellent assessment tools, and they can be recycled as presentation and practice resources. One way to use visuals is to post them around the room, distribute index cards with the matching words, and then have students post their index cards beneath the appropriate pictures. Picture dictionaries are another way to use visuals for assessment. By masking the word lists beneath the pictures and asking students to identify the items in the picture, the teacher can determine which words are unfamiliar to most students.

A brainstorming activity (called a "roundtable" in Kagan's work) is a very effective pre-assessment tool. Groups of four to five students pass a single paper and pencil around the group in order to list all the words they know for a specific topic. Students take turns naming an item and writing it on the paper. At the end of the roundtable, one student reports back from each group, and a class list of vocabulary is amassed. The teacher adds any new vocabulary at this time and then provides practice activities that make use of both the teacher-generated and student-generated words.

Teaching the meaning of new vocabulary can take many forms in the communicative classroom. Using picture cards, picture dictionaries, or teacher or student-generated drawings in conjunction with teacher explanations is common at the beginning levels. In intermediate and advanced classes, new vocabulary is often presented through a reading or listening passage. While context is a key element in making new words comprehensible, the form of the word itself should not be overlooked. Helping students identify the parts of a compound word or meaningful suffixes such as -er and -less enables them to be self-sufficient language learners, and allows them to attack new words with problem-solving rather than translation strategies.

While both pre-assessment and presentation strategies are critical to an effective lesson, they do not create active vocabularies. This is left to the practice and application stages of the lesson. Many of the communicative activities that are used to develop listening, speaking, reading and writing skills play a dual role in building a student's active vocabulary. Activities such as "mixers" give students the opportunity to produce new vocabulary in a guided but interactive setting.

When students circulate, asking and answering questions such as, "Where are you going to go this weekend?" they are participating in a personalized substitution drill. In order to create a communicative activity, students have to be asked to actively listen for or recall the information they hear during the mixer. In this way another level of production is added to the activity and retention is enhanced. Information gap tasks that ask students to exchange information based on a chart, graph, or drawing usually include the new vocabulary presented in the lesson. In asking for and giving this information, students are once again drawing on their productive skills and incorporating new words into their vocabulary.

Student Vocabulary Activity

This communicative vocabulary activity was adapted from *Vocabulary in Action* by Linda Taylor. The activity can be used at any proficiency level and in any area of ESL (from elementary to university level) depending on the chosen topic. The topic of "driving" used below would be most appropriate for adult learners at the high beginning to low intermediate level.

LEVEL: Beginning to advanced, depending on the topic

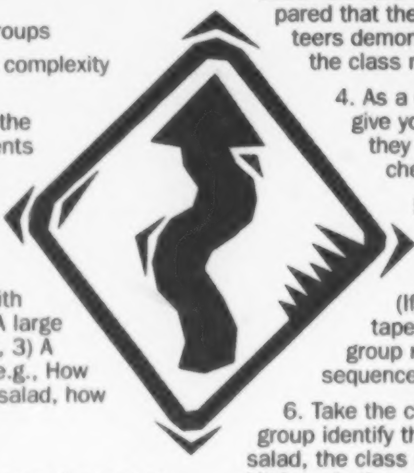
STUDENTS: All ages

GROUPS: Whole class and small groups

TIME: 1/2 - 2 hours (depending on complexity of task)

PURPOSE: To move language from the passive to active vocabulary. Students start by learning basic vocabulary related to the topic and then use the vocabulary in connected discourse to accomplish a particular task.

MATERIALS: 1) 3x5 cards/labels with target language for the lesson, 2) A large picture of the item(s) to be labeled, 3) A set of directions that fit the topic (e.g., How to drive a car, how to make a fruit salad, how to use the Internet, etc.)



Procedures

1. Show the class the picture of the car (fruit salad ingredients, computer, etc.) and ask learners to volunteer any of the associated words that they know. (If you use a class set of pictures, students can work in small groups or pairs to generate a list of words they know that can later be shared with the class.)

2. Distribute the cards/labels for the new vocabulary. Have students with the appropriate labels place their labels on the pictures. (Following this activity, students could work in pairs to practice the new information by creating their own pictures and labels.)

3. With the class, talk about what steps are necessary to drive a car (make a salad, get onto the Internet etc.). Through the use of mime, the previous vocabulary, and questions such as "Where do I sit?" generate a short list of directions that would guide a new driver: "First, unlock the driver's door. Next, sit down in the driver's seat." Be sure to add any directions that you have prepared that the class does not generate. Have volunteers demonstrate the sequence of actions while the class reads the directions to them.

4. As a comprehension check, have the class give you directions. Make mistakes so that they can correct you (and so that you can check their understanding).

5. Divide the class into small groups and give each group a set of the directions. Have them practice reading and acting out the sequence. (If possible, provide each group with a tape recorder and have each member of the group record one or two steps in the sequence until the whole sequence is on tape.)

6. Take the class out to your car and have each group identify their new driver. (In the case of the fruit salad, the class might go to the school cafeteria kitchen. In the case of the Internet lesson, the class might go to the computer lab.) Have each group take turns giving their set of directions (or play their tape recorded directions) to the driver.

7. Back in the classroom have the class decide on the most and least important directions in the sequence. An application activity can be for the students to write a set of directions for parking a car (making another kind of recipe, using another computer application, etc.).

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In addition to the types of activities that integrate vocabulary development, there are specific vocabulary building activities that operate within the communicative framework. For example, giving small groups the task of categorizing or classifying words by type, topic, affect, etc. creates a meaningful task in which students can use their communicative resources to negotiate meaning and reach consensus on how to categorize words.

A low-level beginning class studying the lexicon of family relationships could work in small groups to place the relationship words in the categories of male, female, or both. They could then follow up this activity by using their picture dictionaries to check the accuracy of their work. A higher beginning class could use their ESL dictionaries and the chart below to discover which animal names have irregular plurals.

Animal Name	Irregular Plural?	Plural Form
ape	no	apes
bison	yes	bison
cat		
deer		
eagle		
fish		
gorilla		

Intermediate level learners can give peer dictations. Using sentences that feature words with similar sounds, spelling or structure, one student dictates to a partner or a small group. The students writing the dictation can use clarification strategies to ensure that they are writing the correct word.

STUDENT 1: The trees were bare when the black bear came back to the forest.
STUDENT 2: The trees were what?
STUDENT 1: Bare, no leaves.
STUDENT 2: B-a-r-e?
STUDENT 1: That's right.

This kind of activity links vocabulary through form rather than topic. In creating an opportunity for students to practice a particular clarification strategy, a peer dictation task becomes effective on two levels: developing active listening skills as well as vocabulary.

The Communicative Connection

As we build our understanding of the links between communicative lesson-planning and the development of an active vocabulary, we can help our students understand this connection as well. When students' needs determine the topic and content of a lesson, any new language that is presented will have immediate application to students' lives. This application motivates students to participate in meaningful practice tasks, which in turn foster retention of the new language. When students retain the new language, they begin to own it and use it, and in doing so, demonstrate their communicative competence not only to their teachers, but to themselves.

Communicative Vocabulary Resources

Background and Techniques

- "A Comparison of Three Learning Strategies for ESL Vocabulary Acquisition." by Thomas S. Brown and Fred Perry, Jr., *TESOL Quarterly*, 25, pp. 655-670, 1991.
- *Working with Words: A guide to teaching and learning vocabulary* by Ruth Gairns and Stuart Redman, Cambridge University Press.
- *Early Production, Teacher Training Through Video* by Mary McMullin, Longman Publishing Group.
- *Cooperative Learning: ESL Techniques* by Mary McMullin, Longman Publishing Group.
- "The Vocabulary Knowledge Framework" by Paul Meara, Vocabulary Acquisition Research Group, University of Wales Swansea Virtual Library (http://www.swan.ac.uk/cals/vlibrary/pm96d.html), Nov. 1996.
- *Teaching and Learning Vocabulary* by I.S.P. Nation, Newbury House.
- *Making It Happen: Interaction in the Second Language Classroom, From Theory to Practice* by Patricia A. Richard-Amato, Addison Wesley Publishing Group.

Activities for Active Vocabulary Development

- *The Oxford Picture Dictionary Teacher's Book* by Jayme Adelson-Goldstein, Norma Shapiro and Renee Weiss, Oxford University Press.
- *Communication in English* by Kenneth Glowacki, Linmore Publishing.
- *Word by Word Teacher's Resource Book and Activity Masters* by Steven J. Molinsky and Bill Bliss, Prentice Hall Regents.
- *Vocabulary* by John Morgan and Mario Rinvolucri, Oxford University Press.
- *Live Action English* by Elizabeth Romijn and Contee Seely, Alemany Press.
- *Chalktalks* by Norma Shapiro and Carol Genser, Command Performance Language Institute.
- *The Basic Oxford Picture Dictionary Teacher Resource Book* by Norma Shapiro, Jayme Adelson-Goldstein and Fiona Armstrong, Oxford U. Press.
- *Vocabulary in Action* by Linda Taylor, Prentice Hall Regents.

ESL Vocabulary Web Sites

- *Vocabulary Acquisition Research Group Archive* (http://www.swan.ac.uk/cals/bibl/varga97.html) An annotated bibliography of research papers and resources in vocabulary acquisition published in 1997. To see papers from 91-96, just insert two-digit year after "varga" in the Internet address.
- *Planet English* (http://www.tesol.com/index.html) A Web site devoted to students and teachers of ESOL. Features lessons, games and a marketplace in which to find ESOL materials.
- *ESL Vocabulary Construction Page* (http://grove.ufl.edu/~tsniad/) This page is designed to pull together useful vocabulary building activities, on-line exercises and resources for students and teachers of ESL.
- *Dave Sperling's ESL Cafe* (http://www.eslcafe.com) This site has games, lessons plans, activity suggestions and excellent resource lists for ESL teachers.
- *Crossword Puzzles for ESL Students* (http://www.aitech.ac.jp/~teslj/cw)

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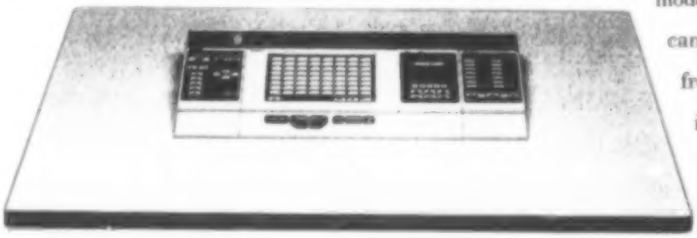

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Electronic Projection Systems:
Seeing is Believing!

BY TOMMY B. McDONELL, MPS

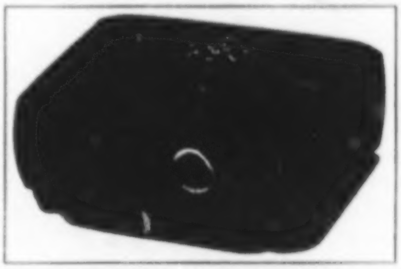
Have you ever found a great Web site that you wanted to use with your class, but it just wasn't feasible to gather 25 people around one computer? Have you ever tried to teach a class in a computer lab with no projection system so that you had to walk around and demonstrate the same command repeatedly? Or do you have a class so large that a TV screen is too small for the entire class to see clearly? If so, then an Electronic Projection System (EPS) could be a valuable asset in your classroom and for others in your school or program.

An EPS projects information onto a screen or wall from your computer or television, allowing a large group to view TV programs, video tapes, computer software, CD-ROMs, e-mail, Web sites, etc. Imagine being able to demonstrate software while your class follows along. You can project a lesson or a game such as "Where in the World is Carmen San Diego?" onto the screen, and your class can work as a team. An EPS can also be used in your school or program for staff development, distance learning, and multimedia presentations.

There are two types of EPS: a liquid crystal display (LCD) panel and a multimedia projector. The LCD sits on top of an overhead projector and is used in a darkened room. Multimedia projectors have a built-in light source and do not require an overhead projector.

To work either system, simply disconnect your computer monitor and reconnect it to a cable that runs to the panel or projector. If it is an LCD panel, place it on top of an overhead projector. The image is sent from your monitor's port into the projector and then onto a wall, allowing you to see the image on the wall and on the monitor. Most models have controls to adjust the size, placement, and clarity of the image.

These projectors are costly, so before getting one, analyze your classroom needs and the needs of your school or program to choose the best projection system for you. Send a questionnaire to colleagues to find out what types of presentations are done. Do people use Hypercard, CD-ROMs, or do distance learning? Then this technology may be for you.



Proxima Desktop Projector 5800
Proxima's DP5800 offers high-quality projection at an affordable price.

As with any type of technology, the more you know about it, the easier it is to make the right purchase. To make the selection process easier, here are some things to consider:

▶ **Resolution.** Know the resolution of your computer. If it doesn't match the system purchased, the picture will be fuzzy. When shopping for a projection system, take a sample of what you plan to view and try it.

▶ **The Room.** Are there windows and no blinds? For a light room, multimedia projectors are good. If the room is dim, an LCD panel may work better.

▶ **Size.** LCDs are smaller but require an overhead projector. Multimedias can weigh eight or more pounds. Will you have to move your projection system around a lot?

▶ **Option/Add-ons.** Options add to the cost. Do you need a remote control or power zoom? Look at the number of ports or video inputs so that you can later add a VCR or laser disc player if necessary.

▶ **Setup.** Do you use PCs or Macs in your program? If you use both, does the EPS allow you to switch easily from Mac to PC or do you need special adapters?

▶ **Brands.** Some of the most popular brands are Proxima, Vivatek, Sharp and Nec. Prices range from $3000 to $8,000 or more.

Just imagine your class with an EPS—instead of having to crowd around one computer or strain to see a TV, all of your students can have easy visual access. Now, if you could just find a technology to grade all those papers!

Tommy B. McDonell has an MPS in Interactive Telecommunications from NYU and is Executive Director of Learning English Adult Program, Inc. in New York City.

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Short Cuts Goes A Long Way for Adult ESL Students

BY ERIC MILLER

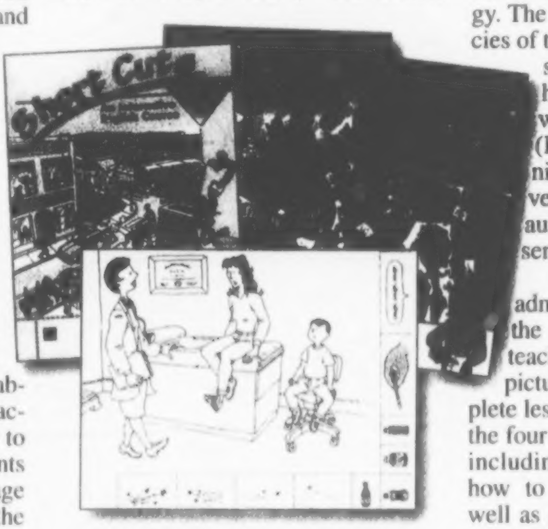
When ESL teachers consider a new text, we often page through it rather quickly. Unfortunately, we tend to recognize only the familiar when doing so, simply because we have done it before. Teachers and coordinators are prone to dismiss activities that present different paradigms and could think, "That wouldn't work in my class."

Short Cuts (McGraw-Hill), a new series of low level adult ESL texts by James Mentel, gives teachers good reason to abandon this attitude and consider a new paradigm for their classrooms. This three-part series draws upon a simple though surprisingly versatile device called "manipulatives": images or icons on small pieces of paper which students cut and move around on a larger sheet that displays the context of the language being studied.

For example, students place small pieces of paper with images of vegetables or utensils on a full-sized sheet depicting a kitchen, complete with counters, drawers, cabinets and a refrigerator. They can practice asking where things are, where to put things, or telling other students where to put things. The advantage over a simple fixed image is that the objects or markers can vary and allow for the natural variation of circumstances that occur in real life. The instructor can use transparencies of the manipulatives to direct class activities or an enlarged poster board kit which corresponds to the students' set.

Short Cuts is organized according to realistic language situations. Unlike many "communicative" texts, however, which simply contrive topics in order to support a linear grammatical agenda, *Short Cuts* includes a more realistic assortment of the expressions needed in these situations. This means that any given chapter context ("Getting Around," "Likes and Dislikes," "The Job Site") might present students with expressions which have not yet been grammatically analyzed or practiced in the text's sequence. This often alarms teachers who do not realize that these "chunks" of language are not only essential for truly effective communication, but can be learned if properly presented and contextualized.

Many expressions necessary for competent communication cannot be conveniently categorized into specific grammatical forms. When asked, "Do you ever go dancing?" one probably will not respond with a simple "Yes, I do," or "No, I don't," but rather, "Yeah, once in a while," or "Sure, quite a bit," or "No, never." Students need to learn such responses to become truly proficient in conversational English. *Short Cuts*, in this particular case, gives students a variety of answers, ranging from "No, never," to "Yes, all the time," and the most commonly used expressions in between. Students can then place icons of free time activities on the appropriate places on the continuum according to the information they encounter in listening, speaking, or reading activities.



Short Cuts *features manipulatives that can be cut out and moved on the picture.*

Grammatical issues are incorporated into manipulative lessons quite easily since the manipulatives themselves bear no printed vocabulary. "Do you ever...?" can become "Does John ever...?" without making new materials; manipulatives are recycled for whatever language need the teacher wishes to address, reducing photocopying to a minimum. *Short Cuts* directly addresses grammar quite differently from most texts, though probably more effectively. At the end of each chapter the student will find iconic depictions of English syntax rather than metalinguistic terminology. The teacher can cut up transparencies of these and move them around to show students, for example, how auxiliary verbs work when we make questions in English. (Kudos to Mentel, who recognizes that "be" is not really a verb, but a copula—or sometime auxiliary—and should be presented to students as such.)

For the skeptical teacher or administrator who still cannot see the potential of *Short Cuts*, the teacher's guide will give a clearer picture of the possibilities. A complete lesson plan accompanies each of the four sections within every chapter, including detailed explanations of how to introduce new language as well as activities for listening, speaking (group work), reading, and writing. Not every activity requires the manipulatives, and expansion activities allow for practice in more open, real-world situations. An imaginative teacher, however, can use the manipulatives in ways that even Mentel has not mentioned in the teacher's guide. Mentel encourages teachers to innovate and has created a Web site where they can share their ideas.

Short Cuts is a series which all adult ESL teachers and administrators should consider, without taking any short cuts. Look it over very carefully, and try to imagine a different, perhaps much better, way of teaching.

Eric Miller is an ESL Instructor and Teacher Advisor at the L.A. Unified School District, Adult Division.

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Dave Sperling:
A Man with a Virtual Passion

BY GEORGE H. CLEMES, III

When you meet Dave Sperling, creator of the popular Web site "Dave's ESL Cafe," you'll quickly realize that he is a man of *passion*. Dave is passionate about the Cafe of course, for which he is most known, but he's also passionate about teaching, writing, lecturing, his family and life in general.

Dave has good reason to be upbeat: his award-winning Web site gets over one million hits a month and raves from around the world; he loves his teaching job; the latest version of his book *Dave Sperling's Internet Guide* was just released this year; he is lecturing around the world about the Internet and ESL; and he has a lovely wife and two kids.

What is inspiring about Dave, however, is that his positive attitude doesn't spring from his success in life; rather, his success comes from his positive attitude.

Besides calling him exceptionally optimistic, Dave's closest friends and colleagues attribute his achievements to a unique blend of congeniality, ingenuity, and hard work. The reason Dave can be so pleasant and hard working at the same time is that he genuinely loves what he does.

Dave is a California native with global interests. He collects music from around the world, frequents ethnic restaurants and Asian cafes in Los Angeles, and enjoys Asian cinema. He speaks basic Thai and Japanese as well as Spanish, which he practices in Mexico where he takes his family for the occasional get-away. He is not afraid to try new things and, in fact, thrives on it.

Dave Sperling has a lot to teach us. In the following exclusive interview, *ESL Magazine* learns what has made Dave, at the age of 37, such a successful pioneer in ESL.

How did you get started in ESL?
I traveled extensively as a kid, which made a powerful impression on me. My first trip was to the Middle East and Europe when I was eight. Maybe this was the beginning of my interest in ESL! I've always been fascinated by people from other countries, and most of my best friends in high school and university were from abroad. I also backpacked through Europe in the summers of 1979 and 1980 and traveled overland through Egypt, Ethiopia, Kenya, and the Sudan in 1982.

PRONUNCIATION POWER

Sperling with his ESL students at Cal-State, Northridge.

While in college, I wanted to be a psychologist and earned a psychology degree from Pepperdine University in 1982. After I graduated, I had the opportunity to visit friends in Japan. My plan was to take two years off from school, live in Japan, and then continue my studies in psychology. Needing to support myself, I got my very first teaching job teaching grammar at the Tokyo International College in Meguro, Tokyo. With no prior teaching experience, I had *no* idea how to teach grammar, so I stood up in front of a very bored class and started teaching the parts of speech! Oi! I learned fast, though, and soon made oral communication the central part of my teaching.

After teaching only a short while, I was hooked! They say that you either love teaching or you hate it. I found I loved it and stayed in Japan for five years.

I then went to northern Thailand looking for a change from the fast pace of Tokyo. What I found was my wife! Dao and I met at a party and were married a year later. I also taught English at Chiang-mai University in northern Thailand and at the American University Alumni Language Center.

We came back to the U.S. in 1992. I left psychology behind and earned an ESL teaching certificate from California State University, Northridge in 1993 and an M.A. in applied linguistics and ESL in 1995.

Have you always had an interest in technology or computers?
A lot of people are surprised that I don't have a background in technology. I took a computer class in high school and hated it. Most of the other computer students were really into math and science, but I wasn't. In fact, that was the beginning of my comput-

Dave Sperling is often at his computer with his daughter Shannon on his lap and his dog at his feet!

er phobia! I managed to resist computers for another 15 years! Even in college I typed my papers on a typewriter.

Where I first taught in Japan, only a few of the secretaries had computers; there weren't computers in rural Thailand either. However, when I started graduate school in 1992, I had no choice but to use computers to conduct research and write my papers.

How did you get involved with the Internet?
I bought my first Mac in 1992, and it came with a modem. The very first night I got online and sent my first e-mail from my home in Los Angeles to a friend across the world in Bangkok. Imagine my exhilaration when I received a message back from him within minutes! I was amazed at how quick and easy it was, and again I was hooked!

How did Dave's ESL Cafe begin?
The Cafe started in the fall of 1995, but it almost *never* happened. After I earned my M.A., I went to Thailand for the summer of 1995 to visit friends and family, and I was almost killed in a motorcycle accident. I hit a pot-hole hidden by a puddle and landed on my head, breaking several bones in my face. My helmet saved my life. When I came back to the States after a summer in the hospital, I was in the mood to do something more with my life.

Having surfed the Internet in 1994 and 1995, I had realized that most of the ESL/EFL Web pages were not very interactive, interesting, or fun and usually consisted only of pages of information and links to other Web sites. I wanted to create something completely different.

I got a job teaching an English writing class at California State University, Northridge. My students had been in university ESL programs before and simply weren't motivated, so I offered to teach them writing in the context of the Internet. Reluctantly, they agreed. I got access to the campus computer lab and introduced the students to the Web, which was just beginning at that time. I bought a $99 digital camera and began teaching myself and the students how to use graphics and create Web pages.

In December of 1995 we produced our first Web page using the class's digital pictures and writing samples, which were humorous autobiographies. This was our first effort, and we successfully published it on the World Wide Web! We called it "Dave's Writing Class." It's still there! (http://www.csun.edu/~hcesl004/CSUN.html).

In a few short weeks my students began to receive e-mail from dozens of students around the globe, and to my surprise, they quickly became motivated to read, write, and communicate daily in English on the Net, as well as in my classroom. This was truly a stunning transformation. At the beginning of the semester, the students had barely attended class. Now they loved class! They also weren't writing anything before using the Internet, not even in their *own* language. Now they were writing daily! The students progressed noticeably in their English and began to communicate quite well. The computer really is a powerful language acquisition tool!

That was the beginning of my publishing on the Web. I thought, "If I can do this for my class, why not do something for the whole world?"

Originally I wanted to form a team to create a Web site for ESL students and teachers. I tried to get a pro-

"A lot of people are surprised that I don't have a background in technology."

“If I can do this for my class, why not try to do something for the world?”

grammer, a graphic designer, writers, but nobody would even consider doing it. They asked, “What does it pay?” and I told them, “Nothing. At least not yet. Maybe someday!” You have to remember that in 1995 the Web was still in its formative stages.

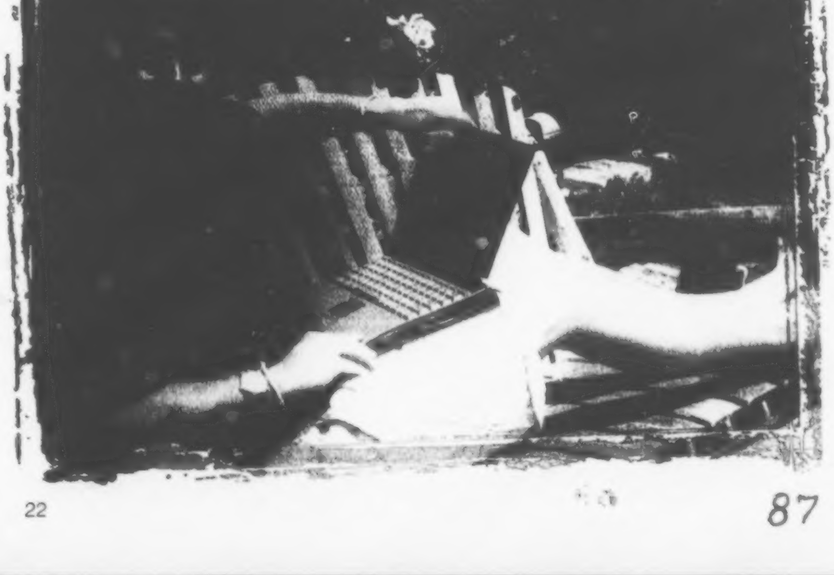
With no takers I had to develop the Web site myself. I experimented with some ideas, and the first page I came up with was the Graffiti Wall, which came as an inspiration from my environment!

There is a lot of interesting graffiti in Northridge—some really artistic stuff. Someone would write something and someone else would respond and add to it and so on. This interested me, and I wondered if I could do this on the Internet for ESL students by creating a site where they could express their creativity on a virtual wall. I came up with the idea on a Monday, and by Friday I had it up and running!

I had some time off that winter and continued to experiment with additional page ideas. I came up with the Question Page, where I answer questions from students and post the answers in a kind of “Dear Dave” column. As students began writing questions concerning methodology or TOEFL, for example, I began to search the Internet and give students links so they could get more information for themselves.

The more pages I created, the more I loved it. This became my way of publishing. I had learned that getting published was really a very difficult thing to do. I had always loved to write, but nobody wanted to publish me! I wasn't looking for money, I just wanted to create. So when I learned about the Internet, I thought, “Wow, I'll just do it myself right here!”

Eventually I needed a place to put all these pages I was creating, and I came up with Dave's ESL Cafe. A virtual place where ESL/EFL people meet.



Did you have other name ideas?
No, that was it. I have always liked cafes and hang out in them even now. A cafe is an interactive place with a nice atmosphere where people meet. So I picked the word “cafe” as part of the name. I considered some high-tech names like “Virtual” or “Cyber Cafe” but decided on “Dave” because I'm Dave and “ESL” because I teach ESL!

However, I often joke with my students that I need to change my name because on the Internet in Japan my students called me Da-bu, which means “fat.” And in Thailand, Sperling is sometimes pronounced Super-ling, meaning “Super Monkey!”

Is your Web site for teachers or students?
It's about 50/50. There is a lot for both, and I try to keep a balance. Teachers often use the Cafe in their classes. The most popular teacher page, however, is the Job Center, especially the Job Offers, where I post about 20 jobs a day. There is also a job discussion area and a place to post resume links. We get over a million hits a month!

At one point I wanted to create an entire course in ESL on the Web, but that is very difficult. I created individual modules instead. I've got 15 teacher forums which include class activities, adult education, linguistics, bilingual education, computer-assisted learning, elementary education and employment.

We also have 15 student forums on such topics as hobbies, holidays, current news, movies, computers, literature, music, learning English, etc. The student forums are very interesting. I learn a lot about students from various countries in the forums!

Do you have any help with the Cafe?
My friend and colleague Dennis Oliver, who teaches at Arizona State University, has collaborated with me on much of the Cafe's content and has been a great help. He is my main writer and has written the idiom section, phrasal verb section, many of the quizzes, and the “Hint of the Day.” I run everything past Dennis before it goes up on the Web.

I also have a team of teachers around the world who help answer questions on my Help Center, my global virtual classroom for ESL/EFL students.

Where do you work on the Cafe?
I do most of the work at home, in my bedroom, actually. I also work from my laptop when I'm traveling. A lot of people think I work in some slick office with computers humming all around me and assistants scurrying to and fro, taking care of Cafe business. In reality, I work from a desk in my bedroom. I'm known on the Net as “Papa Dave” because it's common for me to work with my children on my lap and my dog at my feet!

Once I was in my hotel room at a conference in Yuma, Arizona. I had the door open and was working on my laptop on the bed. Two teachers walked by my room and did a U-turn and came back. They knew of me and the Cafe from my conference presentation and asked, “What are you doing?” I explained I was posting jobs on the Cafe. "Is this how you run the Cafe?" "Yeah," I said with a grin. They had envisioned a big staff, office building, etc. All I need is a telephone line and my laptop. I can work on the Web site from just about anywhere, and no one knows the difference.

How much time do you spend on the Cafe?

The Cafe takes several hours a day. My routine starts at 5:30 or 6:00 in the morning. With a hot cup of coffee nearby, I work on e-mail for an hour and a half. Then I take a break to cook breakfast for the family, shower, dress, and take my son to school. After more work on the Cafe, I break to walk my dog, Alby.

Daily Cafe work includes lots of e-mail, updating pages, posting graffiti onto the Graffiti Wall, posting answers to my Question Page, posting new jobs, screening submissions to the Job Discussion forum, logging onto the Cafe's Chat Central to make sure everyone is behaving, validating and adding links into my Web Guide and fixing various areas of the Cafe.

When I actually add a new page to the Cafe, it can take 15 or more hours per day, and I literally don't sleep! It's easier now than it used to be, however. If I made a programming mistake in the past, it could take two hours to find and fix it. Now I can usually remedy a problem in a matter of seconds. More processes such as deleting postings are now automated, too. The Cafe can be a lot of work, but I really do enjoy it.

What kind of feedback have you received about the Cafe?

I get feedback from all around the world. Creating something so visible tends to attract a lot of attention. The feedback has been really fantastic, and that's what keeps me going! Occasionally people suggest changes such as making a background less obtrusive. Sometimes I can make the changes, sometimes I can't. Overall, the feedback is really motivating.

At the beginning of March this year my server crashed. For about 40 hours the Cafe just didn't exist. I got about 300 e-mails a day saying, "Dave, where's the Cafe!?" That was a disaster.

What are your future plans for the Cafe?

Get it out of my house, or at least my bedroom! Also, I'd like to fine-tune my ESL Web Guide, which is now up and running with over 1,500 ESL/EFL resources and over 350 categories.

I've also just started taking on sponsors after avoiding it for three years. The cost of operating the Cafe was getting to be too much to maintain on my own. My last bill was almost $600 for the month! Now I'm getting into the business end of things, which is a challenge.

You have written the first book about ESL and the Internet. What inspired you to write it?

My book project began in 1996. I had given a presentation at the CATESOL conference in San Francisco, and I was approached by editor Sheryl Olinsky from Prentice Hall Regents to write a book about the Internet. It sounded interesting, so I gave it some thought. We got together and brainstormed different ideas. I wrote up a proposal, sent it in and promptly forgot about it. By the next summer it was approved.

The book is called *The Internet Guide for English Language Teachers* (Prentice Hall Regents). I wanted to write an introductory guide for teachers who knew almost nothing about the Internet but at the same time provide enough information so it would be useful for everyone. I knew from my own experience that such a guide would be helpful for learning a new technology.

The project happened quickly. The book went into print in March of 1997 and has been very well received, I am pleased to report. As any writer knows, once you have a book out there, you worry that someone will just tear it apart, but nobody has. I use the book when I give workshops.

We've done a 1998 revision of the book called *Dave Sperling's Internet Guide* (Prentice Hall Regents). This update has a host of new addresses and comes with a CD-ROM. I'll also be publishing a student guide called *The ESL Internet Activity Book for Students* in time for TESOL '99 in New York.

As a result of the books and the Cafe, I get a lot of invitations to speak on the Internet and ESL all over the world. Recent engagements have been in Orlando, Boston, New Jersey, New York, Hong Kong, Sao Palo, Rio, Japan, Thailand, Chile, Bolivia, Malaysia and Singapore. It's been fun!

Is it hard to juggle teaching, lecturing, writing and the Cafe?

It's very difficult. Even with help from colleagues like Dennis Oliver, the Cafe takes several hours a day. I teach 20 hours a week. Somehow I've managed to write a book and lecture around the world. My friends and family know I can be a workaholic at times, so this year I've tried to have more balance. I'm spending more time with my family. At some point I'll probably have to cut back on the teaching.

Of all your jobs, which is your favorite?

Teaching. I love teaching. Whether I'm teaching students or teachers about computers or the Internet, it's just a part of who I am. I especially love teaching ESL. I've been doing it for a long time, and it's amazing that I still have such a passion for it. I'm thrilled that I can have such a great time in the classroom! Right now I'm teaching a listening/speaking class with students from about seven different countries and a beginning English class. I just love it. Honestly, not a day goes by when I don't think, "Wow! I'm really fortunate to be doing this." It's not like a job to me.

"I love teaching. Whether I'm teaching students or teachers about computers or the Internet, it's just a part of who I am."

My teaching style is fun-filled, high-energy, and personable. Humor is important in my teaching and in my life. I love to laugh and to make people laugh. If students can understand my humor and laugh, that builds their confidence. I also enjoy having students visit my home. I'm always learning from them.

Writing has been a new but wonderful experience for me. It's very different from what I've done in the past. It's not like putting a grammar book together, which has already been done. The Internet guide was brand new; there was nothing else out there like it. What is really gratifying is that it is changing people's lives. I get e-mails from teachers who tell me that the book has really helped them.

I also enjoy the Cafe. There are two things that I really love about it. First, it's such a great feeling to be able to publish what I want. When I have an idea like the Graffiti Wall, I don't have to go through any bureaucracy—I can just *do* it.

Second, the number of people I have met through the Cafe has been *astounding!* Dennis, for example, is now a close friend. There are so many other people whom I would never have met had I not started the Cafe.

For me, Dave's ESL Cafe is more than just publishing something; it's creating and enjoying relationships all around the globe. The Cafe is a central location where ESL/EFL students around the world congregate. That's exciting.

What would you say is your biggest accomplishment?

I'm really proud of the Cafe. The obstacles I've overcome have been amazing—my lack of technical training, the fact that I'm not a programmer, the lack of financing, and the lack of income from the Cafe. I've been able to overcome all that and put together something that helps countless people around the world.

I've learned that lots of things are hard, but the hard things always pass. I can't let them bother me or hold me back.

What words of wisdom would you like to pass on to your ESL/EFL colleagues?

I often close my presentations with the following quote from Lynore Carnuccio, a teacher in Mustang, Oklahoma:

"We have done some work with the Net, but what I find when I speak to other public school teachers is fear. However, in many cases, I think the fear comes from lack of experience or exposure to the Internet."

My advice to teachers: overcome your fear and apprehension about the Internet and give it a try. I promise that you won't regret it. The Net is a fun, useful, and extremely powerful tool for both you and your students, and it is going to be more and more difficult to ignore it as we approach the twenty-first century. My motto is "Just do it!" That's what created Dave's ESL Cafe.

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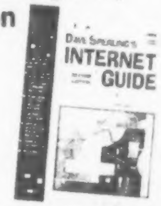

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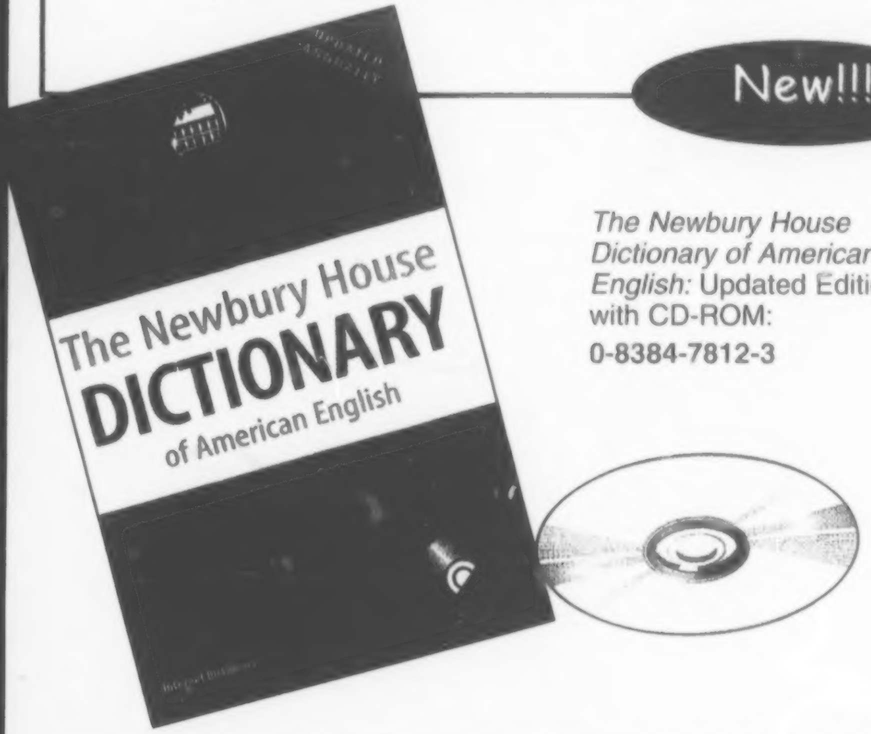
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Christine Meloni's
NETWORTHY

Web Crossword Puzzles Make Vocabulary Development Fun!

A fun way to study vocabulary in a foreign language is to do crossword puzzles. For this reason, the editors of the *Internet TESL Journal* launched the "Crossword Puzzles for ESL Students" project. When the January/February issue of *ESL Magazine* went to press a few months ago, this project offered only four puzzles (see "The Internet in the Classroom," page 14). Now the number exceeds 40.

The puzzles are classified into three levels of ability: easy, medium and difficult. The number of words per puzzle ranges from seven to 26.

Each puzzle has a theme. For example, you'll find puzzles that relate to animals, planets, metals, vegetables, fruits, parts of a house, and medical terms. Some themes are grammatically oriented; for example, the answers are parts of speech, past tense verbs, or adjective opposites.

An added feature that students will appreciate is the "Hint Button." If they get stuck in the middle of a puzzle and are unable to continue, they can click on this button to get a letter.

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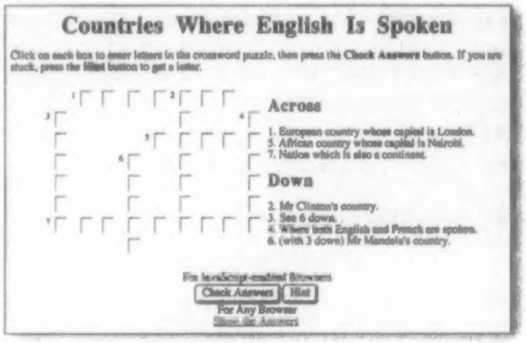

Countries Where English Is Spoken

Click on each box to enter letters in the crossword puzzle, then press the Check Answers button. If you are stuck, press the Hint button to get a letter.

Across

1. European country whose capital is London.
5. African country whose capital is Nairobi.
7. Nation which is also a continent.

Down

2. Mr Clinton's country.
3. See 6 down.
4. Where both English and French are spoken.
6. (with 3 down) Mr Mandela's country.

Sample crossword from the Internet TESL Journal's "Crossword Puzzles for ESL Students" project.

The puzzles can also be downloaded and completed offline. The "Hint Button" and the automatic correcting feature are still operational. Instructions for downloading are given at the site. Another option is for teachers to print out the puzzles and distribute them for students to complete in class.

The URL for the Crossword Puzzles for ESL Students Web site is http://www.aitech.ac.jp/~teslj/cw.

If you would like to contribute a puzzle, you will find the necessary guidelines and instructions at http://www.aitech.ac.jp/~iteslj/cw/project.html. So far, a small number of contributors have been working overtime—Vera Mello, Charles Kelly, Elek Mathe, Aviva Furman and Martin Holmes. They would greatly appreciate your assistance in building up this site. Martin Holmes originally developed the JavaScript and HTML template for this kind of puzzle.

The *Internet Journal* is a monthly Web magazine which offers articles, teaching techniques, lesson plans, projects (including self-study quizzes, Internet treasure hunts, and jokes for the ESL classroom), and selected links for ESL teachers and ESL students. Check it out!

Christine Meloni can be reached for comments or questions at meloni@gwu.edu or at the EFL Dept., The George Washington University, Washington, DC 20052, USA.

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The California Clearinghouse gave *WorldWalker* an "Exemplary" rating, saying that the language embedded in the lessons allowed students learn both content and language. Students who are transitioning to English reading will find the Language Lab activities stimulating. Pictures and sound are used to build 200 sentences with more than 500 words in each language. Students who are more fluent will enjoy the animal exploration in the Walkabout Game.

The program, which includes a comprehensive Teacher's Guide, is available for Macintosh and Windows for $44.95. Lab packs of five, site licenses and a Network version are also available. Soleil Software, 800-501-0110, e-mail info@soleil.com, http://www.soleil.com.

Oxford Picture Dictionary

The *Oxford Picture Dictionary* presents over 3,700 words in meaningful context with engaging artwork. More than 140 key topics in 12 thematic units cover academic studies, workplace, community, health care, home and family for beginning and low-intermediate students. Exercises, a verb form index, phonetic listings, and an alphabetical index guide students through pattern practice, application of the new language to other topics, and personalization questions. Lesson plans in the Teacher's Book expand the vocabulary through reading, writing, listening, and speaking.

The *Oxford Picture Dictionary*, by Norma Shapiro and Jayme Adelson-Goldstein, is the core of a forthcoming program which includes a dictionary cassette, teacher's book and focused listening cassette, beginning and intermediate workbooks, classroom activities (over 100 reproducibles), readers, and overhead transparencies. Spanish and Chinese bilingual editions presently available.

Arab Students in the U.S.

Learning Language, Teaching Friendship

BY PAUL KWILINSKI

Saed al-Mubari is concerned about his final examination tomorrow. Although he has attended every class in his ESL course, he worries that his writing has not improved enough for him to advance to the next level of study. During the course, Saed found writing to be the most difficult part of learning English. Tonight he will get together with his friends, all from Saudi Arabia, and study the material one more time.

Saed is just one of many Saudi Arabian students in the United States learning English. For him, as with many other international students, English is just the beginning of his training. Saed will eventually graduate from his English program and enter a university to study engineering. If he does well at the university, he may pursue a graduate degree. Along the way, Saed will meet Arab students from The United Arab Emirates (U.A.E.), Egypt, Kuwait, and Jordan. Indeed, there is a significant number of students entering the United States from Middle Eastern countries.

According to *Open Doors 1996-1997* (an annual publication of the Institute of International Education), Saudi Arabia, Kuwait, U.A.E., Jordan, and Cyprus are the leading countries of origin for Arab students attending post-secondary educational programs in the United States. Despite a slight decline in 1997, the number of new students coming to the U.S. from Arab countries has been increasing, which is encouraging for programs looking to increase their Arab enrollment. However, we are still a long way from 1980 when the entire Middle East provided roughly 29% of the international students in the U.S. Today, students from the entire Middle East represent about 6.5% of the total enrollment, and, of course, all those students are not Arab.

> *"The American 'way of doing things' is not just an adventure for these students—it is a direct challenge to their native culture."*

The vast majority of Arab students in the U.S. are males studying business and engineering. Over half of the Arab students enrolled in undergraduate or graduate programs are enrolled in one of these two disciplines.

Because Arab students represent a variety of countries as well as regions within countries, their educational backgrounds are diverse. However, it is fair to say that students from urban areas tend to have had more exposure to English and other outside influences. Students from top schools have had excellent English instruction, but it seems that the average Arab student has had less exposure to English than students from other countries such as China or Russia.

Cultural Differences

One of the greatest hurdles for Arab students upon arrival in the U.S. is cultural adjustment. Issues related to this often outweigh those of classroom performance. New students may feel bewildered by the lack of familiar cultural structures. Arab students tend to be highly social and reach out to people from other cultures immediately. They are often confused and hurt when they find their initial interactions less than successful. The American "way of doing things" is not just an adventure for these students—it is a direct challenge to their native culture. Given the differences in family structure, roles of women, religion, laws and the cultural diversity of American society, it is not difficult to imagine how completely alien it all seems to the new arrival.

What is your mother's maiden name?

On one occasion as I was helping students from the U.A.E. set up checking accounts rather than carry around rolls of cash, the process reminded me that the cultural strengths of Arab students can become cultural difficulties in some situations.

As a group we went to the bank to complete the task at hand. With boisterous enthusiasm, the students helped each other decipher the forms, spell the words, write out the letters, and copy information from their passports. However, their voices echoed through the bank, and thus they publicly shared secret information such as their mothers' maiden names, which were to have assured the security of each individual's bank account!

The strength here is that Arab students simply can't refuse another Arab student who needs help. They solve problems communally. In contrast, the difficulty in this situation is the lack of cultural awareness regarding the information they were sharing.

—Pat Finlayson
Senior Instructor, ELS Language Centers, Seattle, WA

Arab students seem to expect the American family to resemble the one they left at home. A truly family-oriented culture, Arabs have clearly defined roles for each family member. The father is the bread-winner and moral center of the family. The mother is the caregiver in the home. Nearly all the needs of a young man are taken care of by his mother. She is the one to make his bed, do the laundry or fix a late night snack. In the case of a wealthy family, servants would do these things. It is easy to see that confusion might arise if these expectations were pressed upon an American household by a student, especially a one-parent household or one with a working wife and mother. A high school or college student expecting his bed to made for him may be greatly disappointed.

Another cultural difference relates to rules and laws; the Arab world depends heavily on connections and negotiation. When coming from a culture in which getting what you want depends on who you are or whom you know, it is not unusual for a student to assume this will work the same way in the U.S. While the other students in his social group may actually grant a student special status, the expectation that it extends into all areas of life can lead to problems. Although the enforcement of rules in the U.S. may be somewhat dependent on one's identity, perhaps we react poorly when this expectation is reflected back to us by a visitor. Certainly, expectations of special treatment are not met in the classroom.

Negotiation is the process by which it seems all decisions are made. The term "final grade" seems to hold little meaning at times. Students will spend hours lobbying for a higher score, comparing their performance to that of classmates and asking for reconsideration. The question, "Will you help me?" can be misunderstood. I have offered extra tutoring and special work to many students who, in reality, were requesting a grade change.

The theme of "everything is negotiable" can be carried even further if the authority is a woman. There is an adjustment period for many Arab students when dealing with female instructors, directors or others in positions of authority. While this is not usually a case of outright disregard for the female in charge, it often takes the form of extended negotiation; the final decision is perceived as temporary, valid only until the student can find someone to give him the answer he desires.

Arab students are highly social and verbal, often helping to draw out students from other cultures.

In dealing with any authority, these students, as do students from all over the world, will follow the path of least resistance. A request resulting in a negative response will be repeated to as many people as possible in the hope that someone will say "yes." If someone does say "yes," the student will take all future requests to that person.

Cultural Sensitivity

About three weeks after Saed's arrival in the U.S., he was called in to talk to the student advisor. The advisor asked Saed how he was doing. Was he feeling homesick? Was he getting along with the other students? Saed answered that everything was fine. He had some initial trouble adjusting to the food in his homestay, but he had taught the family how to cook a few of his favorite dishes. He now felt more comfortable. The advisor told him that had been a great way to handle the situation. He then said that he had a delicate matter to discuss with Saed. It seemed that several of Saed's classmates had mentioned that Saed always wore a heavy, sweet cologne and that it was bothering classmates sitting near him. Did he have any ideas on how to handle this situation?

This would be a difficult discussion with anyone of any culture. The discussion with Saed was successful because he felt he was in a supportive environment and that he was respected. In working with any international student, one can fall into a trap of presenting the "right way" of doing things without regard for the way the student wants to do things. Often, a student can perceive this as a lack of respect for his culture or, in some cases, for himself. The issue of comfort in a foreign environment is often fundamentally an issue of respect.

Arab students may arrive in the U.S. anticipating that discrimination will be directed toward them. This expectation comes from the U.S. media they encounter at home and the interpretation it is given by their local leaders. The U.S. support of Israel is seen as anti-Arab. Our own struggles with race relations point to potential problems. A offense against any one student can be interpreted as an offense against all. It is vital that the issue of respect be strongly and consistently reinforced in working with any culture group. Consistency in treatment of the individual is as important as consistency in treatment of the group. This will minimize the potential for misunderstandings and frustration.

During their time in the U.S., Arab students tend to stay in their own social group. This can cause students from other countries, as well as American students, to feel a bit intimidated and thus inhibited from reaching out to them. Even when Arab students are placed with American families, they tend to cling to their fellow Arab students for guidance. Usually within the first three months these students make the transition successfully and live comfortably and function within their setting. Homestay organizers have claimed that Arab students are both their most challenging placements and their most successful.

In a good homestay, these students become one of the family, and spend less time with their Arab classmates. The student comes home for dinner and participates in family activities. These students also introduce the family to their own culture. It is not unusual for these students to be the most successful in their studies.

Classroom Challenges

The classroom presents other challenges for students as well as for their classmates and instructors. Being very social, i.e., verbal, Arab students can appear more fluent than they really are. Classrooms can become the setting for contests in which students vie for opportunities to talk as much as possible. Lost in this is the concept of accuracy. Less verbal students, some Asians, for example, may feel they do not have access to the instructor in the classroom. The instructor is left with the responsibility of managing this situation so that it is equitable for all—and of instilling the idea that speaking and speaking accurately are two different things.

One of the greatest needs of new students is to taste success immediately in their English program. Initial placement of these students in ESL programs can be challenging and problematic. When students have not had exposure to the alphabet, yet can speak and communicate at a basic level, this can be a difficult situation. Programs are usually set up to handle situations in which there is disparity among a student's language skills; however, if a student can't read, he often cannot be placed at the appropriate level of conversation class because he will not be able to read the materials. This can cause initial frustration—especially with a student already struggling with cultural adaptation.

Generally, writing skills are the hardest for any ESL student to master. Arab students frequently have the most difficulty. Focus on the alphabet and spelling is often the first step for incoming Arab students. With hard work, these students usually master the necessary writing skills, but this area develops much more slowly than their verbal skills, thus creating serious frustration. ESL programs can only preview and hint at the rigorous standards for academic writing at the university level. While all ESL students suffer from split levels of fluency in the various language skills, it can be dramatic at the upper level for Arab students.

Many Arab students feel that their time in the U.S. is the most prized experience of their lives.

Again, these students are highly verbal. They progress fairly well in the area of spoken grammar. Tenses and pronoun usage are usually not a problem. Pronunciation is usually clear, strong and easy even for other ESL students to understand. Vocabulary acquisition is hindered only if reading skills lag—and they often do.

Reading presents a few problematic issues to the students. The obvious difference of reading left-to-right can cause some initial difficulties. Also, the phonetic properties of English, with all its exceptions to the rules, are not as strong as those of Arabic. It is challenging to find interesting and appropriate reading materials for all the students.

Pat Finlayson, Senior Instructor at ELS Language Centers in Seattle, notes that Arab students need to develop their visual memory to supplement their excellent oral retention. Because Arabic is highly phonetic and English often isn't, beginning students benefit from letter writing practice with emphasis on left-to-right reading (saw/was) as well as "reverse spelling tests" in which the teacher pronounces and then spells a word which the student then writes.

Regardless of the linguistic challenges, these students are a joy to work with. Multilingual classrooms can suffer from a lack of verbal initiative from the students, but having Arab students usually solves this problem. Open and verbal, these students are wonderful participants in the classroom.

Additionally, they are welcome catalysts in the social environment of any institution—they participate in activities and get others involved. They want to share their culture with those around them and are regarded as the center of the social scene. I have seen many relationships form between Arab students and those from other countries that have lasted for years and continue to develop. Indeed, of all my former students, I am visited by my Arab students more than any other group. Individually, they tell me that their time spent in the U.S. is the most prized experience of their lives.

Saed, after being in the U.S. for a few months, has learned a number of strategies to be successful. While he studied with his Saudi friends, he also spent time with a few of his non-Arab classmates. Their discussions were in English and helped him practice the structures needed to pass his exam. Saed knows that his work must show his ability to write clearly, accurately and to be original. While a lot of hard work remains ahead, Saed will reach the fluency he needs to progress. He passed his writing test, and more await him as he continues to climb the ladder toward completing his ESL program and entering the university.

Paul Kwilinski is Center Director of ELS Language Centers, Seattle, and is currently the National Administrator for language training for a major Arab airline. He has also Directed ELS Centers in Asia and New York.

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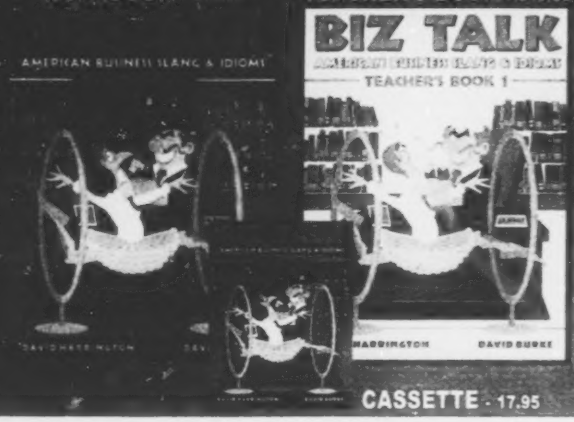
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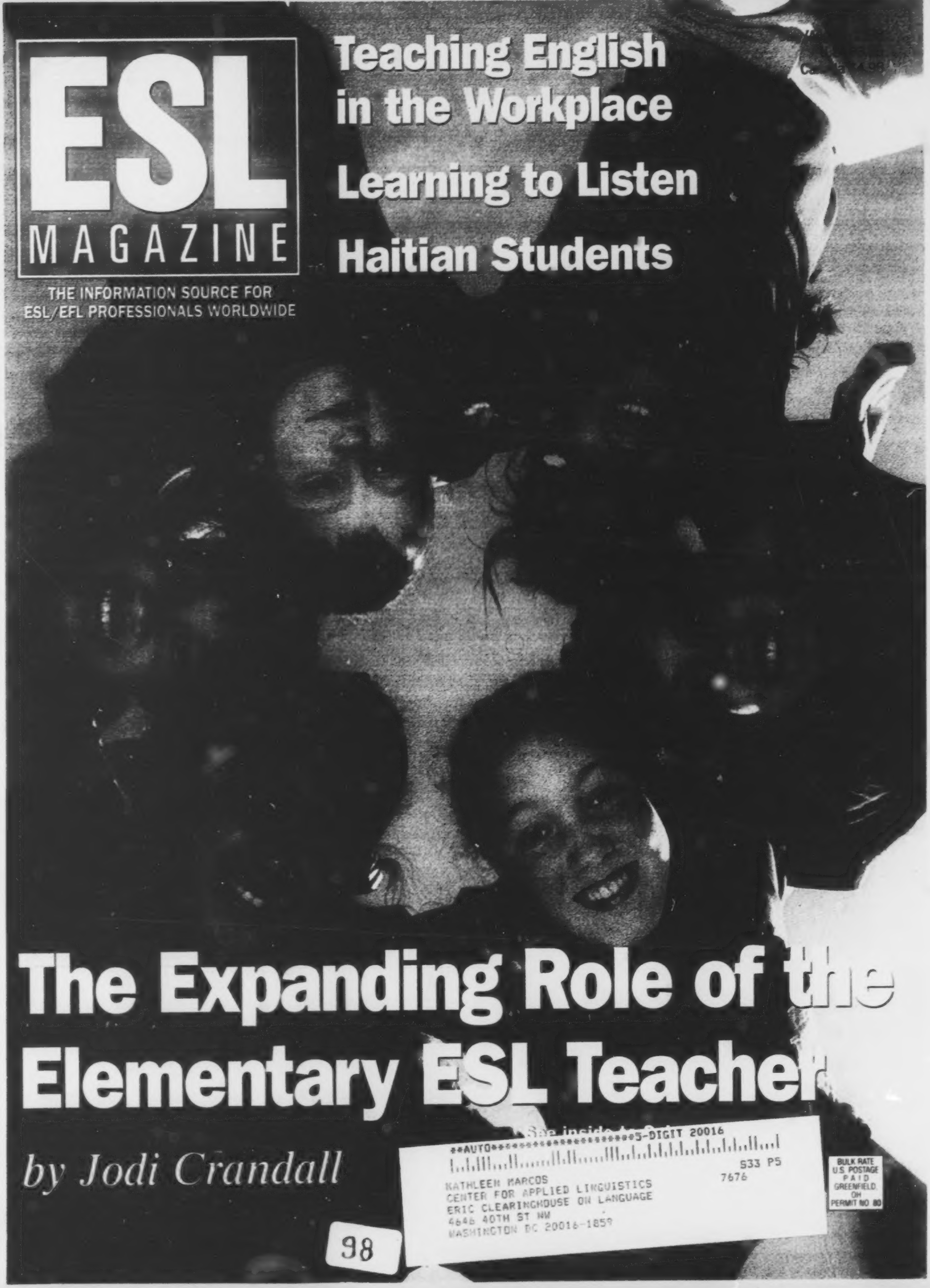

The Expanding Role of the Elementary ESL Teacher

by Jodi Crandall

See inside

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Who's Reading *ESL Magazine?*

Dona De Sanctis
Editor of Ambassador, *a cultural magazine for Italian Americans, published by The National Italian American Foundation in Washington, D.C. Ms. De Sanctis formerly taught EFL in Italy.*

Check out our Web site at www.eslmag.com! (lots of links!)

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EDITOR'S NOTE

Elementary ESL Teachers Shoulder Greater Responsibility

Rising academic standards, the increasing use of standardized assessment and other factors have increased the responsibility of elementary ESL teachers for the overall education of language learners. Jodi Crandall describes the expanding role of the elementary ESL teacher. She highlights content-based instruction and the TESOL *Pre-K–12 Standards* as two means which can help teachers equip students for academic achievement. She outlines the development of interesting thematic units that provide students with the language, skills and content they need for mainstream classes.

A variety of factors are contributing to the increasing need for English language instruction in the workplace. Faith Hayflich describes this growing arena for ESL instruction and helps teachers evaluate this alternative instructional setting for themselves. Emily Lites and Kathy Thorpe give guidelines for evaluating workplace instructional materials.

Marc Helgesen explains the need to prepare students for successful listening and shares tips for teaching effective listening skills.

Roger Savain discusses the history of the Haitian people and the characteristics of their culture that contribute to their academic success in the United States.

Thank you for the response to our article on Dave Sperling. Your letters confirm the importance of Dave's contributions to the ESL/EFL field.

Marilyn Rosenthal

Marilyn Rosenthal, Ph.D.
Editorial Director

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Developing Active Vocabulary

▶ I applaud Jayme Adelson-Goldstein's insightful article "Developing Active Vocabulary." It is accessible and thorough. Any teacher reading it will have a great place from which to start using a communicative approach to vocabulary teaching. The "tour" of the three levels of ESL classrooms gives readers a firsthand look at the way students at all levels can actively and meaningfully acquire new vocabulary. The myriad examples will assist all teachers in adding to their repertoire of communicative vocabulary teaching techniques. The extensive list of resources is an invaluable reference.

—LORI HOWARD
University of California at Berkeley

▶ As an adult ESL instructor, I read the article on developing active vocabulary with great interest. My intermediate and advanced students always ask me how they can develop their vocabulary. Until now, I've only been able to recommend reading. Ms. Adelson-Goldstein's technique of focused task oriented use of new vocabulary is the answer. I'm delighted to report that I used the technique outlined in the article immediately. The results were terrific and my students loved it. The next day they came into class proudly using their newly acquired vocabulary. Thanks for a great article!

—CHARMAINE BUDASKA
Adult ESL Instructor, Los Angeles, CA

Dave Sperling: A Man with a Virtual Passion

▶ I just read the interview in *ESL Magazine*, "Dave Sperling: A Man with a Virtual Passion." The article brought into view a person of whom we can all be proud. People like Dave, unselfish, generous, intelligent, creative and possessing a sense of humor, make this world a wonderful place in which to live. The truth is, I wish I could be one of his students! "Happy is the man who can make a living by his hobby!"

—JOSE ANTONIO
Spain

▶ Just a note to say that Dave's ESL Cafe is very useful for finding new jobs. I've found my last two jobs through postings in the job list! Thanks, Dave! :-)

—KAYE MASTIN MALLORY
e-mail

▶ Thanks a million for the touching, overwhelming article "A Man with a Virtual Passion!" I've been a big admirer of Dave Sperling and his great Web page for nearly two years. I'm probably his biggest fan in Japan! I've read lots of articles about him and his activities, but I've never read one as wonderful as this. While most articles and interviews only cover things like his background and details of his Web site, your article communicates much more. It tells us a great deal about his charming personality and what he's like deep down. I'm very proud to be a fan of such an incredible person!

—KEIKO TSUJI
Japan

▶ Great article on Dave Sperling and congratulations to Dave on everything he has accomplished! I heard about the Cafe a year ago and have since met Dave and have seen firsthand his love for what he does. I feel fortunate to have experienced his wonderful sense of humor, and I admire his dedication in maintaining his Web site. I tell my children that their goal in life should be to make a difference, to make the world a better place—you have done that Dave. Thanks.

—DEBBIE J. LEE
Alberta, Canada

▶ I'm very happy to see the article on Dave's ESL Cafe in *ESL Magazine*. I met Dave online several years ago and have visited him and his family in L.A. In addition to its stated purpose of ESL, the Cafe is also an important multicultural resource. Teachers and students who visit the Cafe are interested in language issues, but many are interested in a multicultural exchange.

—AVI GOLD
Be'er Sheva, Israel

Arab Students

▶ I appreciated Mr. Kwilinski's portrait of Arab students and their way of teaching friendship and sharing their culture while they study in the U.S. We Americans are often too eager to know how our country and ways impress newcomers and forget to learn from those who come. True friendship involves mutual respect and mutual appreciation. Thank you for the refreshing reminder.

—ROBERTA SMITH
West River, MD

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Workforce Investment Partnership Enacted

On August 7, President Clinton signed into law the Workforce Investment Partnership Act of 1998, which consolidates more than 60 federal training programs into three block grants to states. Title II of the law, known as the Adult Education and Family Literacy Act, creates a partnership among the federal government, states and localities to provide, on a voluntary basis, adult education and literacy services.

The purpose of the partnership is to assist adults in 1) becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency; 2) obtaining the educational skills necessary to become full partners in the educational development of their children; and 3) completing secondary education.

Included in the term "adult education" are services or instruction below the postsecondary level for individuals who are 16 years or older, who are not enrolled or required to be enrolled in secondary school under state law and who are unable to speak, read or write the English language.

This Act provides grants to states and directs them to award multiyear grants or contracts to eligible providers to develop, implement and improve adult education and literacy activities. Eligible providers may include local educational agencies, community-based organizations, volunteer literacy organizations, institutions of higher education, public or private nonprofit agencies, libraries, public housing authorities, other nonprofit institutions able to provide literacy services to adults and families or a consortium of these entities. States are also directed to adopt performance measures in order to ensure the improvement of adult education and literacy services. The Act also encourages programs that promote phonemic awareness, systemic phonics, fluency and comprehension.

This Act replaces the Adult Education Act, the National Literacy Act of 1991 and certain adult education and literacy program provisions of the Refugee Education Assistance Act of 1980.

Cambridge University Press Acquires St. Martin's ESL Product Line

Cambridge University Press and St. Martin's Press have signed an agreement whereby Cambridge University Press has acquired the St. Martin's College Division's ESL product line in a deal that took approximately six weeks to negotiate. The effective transfer date for publishing and distribution responsibilities was June 24, 1998. Cambridge University Press is a leading publisher of ESL/EFL materials for a variety of audiences in North America and international markets.

Robert L. Biewen, Chairman of the Scientific American /St. Martin's College Publishing Group, stated, "I am pleased that the St. Martin's ESL authors and their books will have a good home at Cambridge University Press. Since this small list does not have a proper fit with our overall strategic plan, I am glad that it will become a part of the distinguished publishing program at Cambridge University Press."

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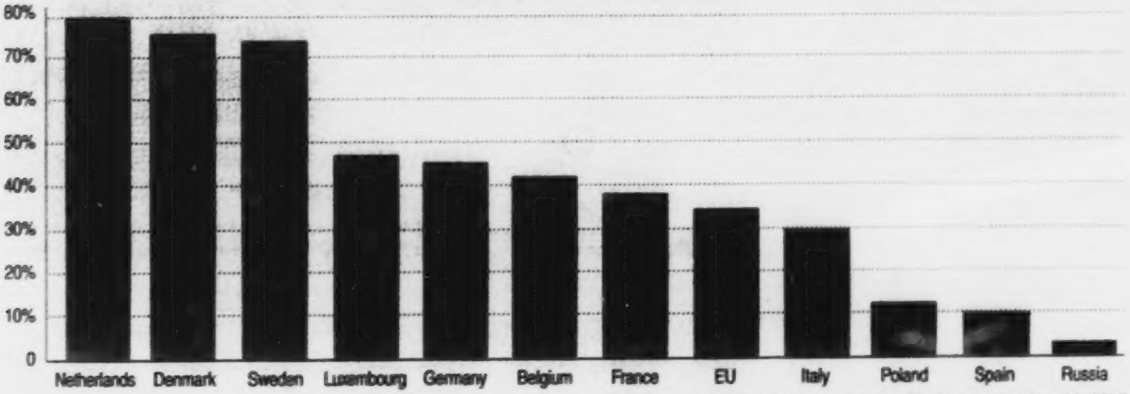
Mary Vaughn, Publishing Director of ESL/EFL in Cambridge's North American branch, commented, "This acquisition will contribute significantly to our ESL publishing plans for the college and university market and will reinforce our strong position in global ESL/EFL publishing."

Percent of Population Who Can Converse in English in European Union Countries

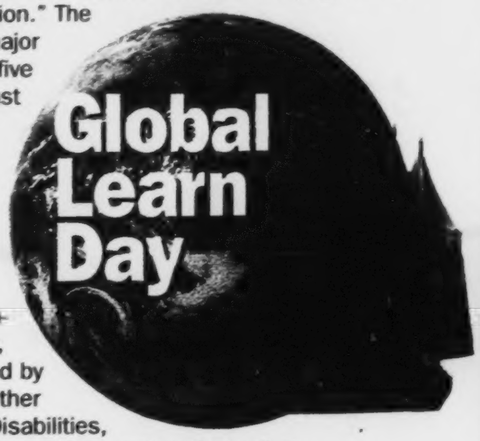


Source: Eurobarometer, The Economist, Oct. 25, 1997

"Global Learn Day II" Showcases Distance Education

Global Learn Day II (GLDII) will take place on the second Sunday of October 1998. It is intended by organizers to be a global celebration of education and educators. The main event will be the second 'round the world voyage of a five-masted virtual clipper known as the *Franklin*. The date was chosen to correspond with the celebration of Columbus day. The 28-hour Webcast "voyage" includes 21 "ports"—host institutions in Asia, Africa, Europe and the Americas—that will feature presentations by experts in the fields of technology and education. Individuals from more than 200 countries will man chat rooms, and an audience of up to 100,000 will be able to interact with speakers, crew and each other.

Organizers describe GLDII as "part exhibition, part expedition, part experiment and all conference." The theme is "A Return Voyage to the New World of Distance Education." The conference will address five major topics, each representing the five masts of the ship. The foremast is Teaching English as a Foreign Language and will be chaired by Eric Baber, a London instructor who will lead a global panel discussion about English language instruction on the Internet. Discussions will address methods, pedagogy and technology, and new opportunities afforded by the technological revolution. Other "masts" include Access and Disabilities, Lifelong Learning, Globalization, and Appropriate Technology.



GLDII will feature more than 120,000 accredited courses available via distance delivery from thousands of universities worldwide. This number is expected to exceed one million in the next two years. Participants will learn how to evaluate and select courses as well as how to market educational programs worldwide. The voyage will also demonstrate technology that will allow attendees to take a tour of the Hermitage in St. Petersburg and allow instructors in London to teach English to students in Albania.

Broadcast.com in Dallas is providing Webcasting services without charge. Hundreds of volunteers have participated in the project.

Chief organizer, John Hibbs, is also the founder of the Benjamin Franklin Institute of Global Education in San Diego and of the Franklin Knowledge Corps, an alliance whose membership is recruited from the 200,000 Americans, Australians, British, Canadians, Irish and New Zealanders who teach English abroad. Hibbs states that these teachers "are the most resourceful persons on the planet." His goal is to assist them through the vehicle of distance learning. "The opportunities of distance learning for those who teach abroad are extraordinary."

Participation in GLDII requires only an Internet connection and a late version browser. Participants may register at www.bfranklin.edu. or may write to hibbs@bfranklin.edu. *ESL Magazine* is a sponsor of this event.

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—Cheryl Pavlik, *ESL Magazine*, Jan./Feb. 1998, vol. 1, Num. 1

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Hong Kong Alters English Education Policy

While English continues to be one of the two official languages of Hong Kong (the other is Cantonese), the Education Department of Hong Kong has ordered a change in the use of English as a medium of instruction in high schools. Of Hong Kong's 424 high schools, 300 teach in Cantonese and 124 in English. The Education Department has ordered 24 of the latter to shift to Cantonese in September 1998, while permitting 100 to continue teaching in English. The new message from the government for teachers and students in Hong Kong—use the mother tongue.

This policy has caused resentment among the principals, parents and students in both secondary and primary schools. Campaigns have been launched to prove that students and teachers have the ability to learn and teach in English.

Schools that are still allowed to teach in English are perceived as better and more prestigious and are sought after by many parents and students. Heep Yan School received over 800 applications for less than 100 openings.

British English continues to be taught and highly esteemed in Hong Kong. However, there is a growing acceptance of American, Canadian, Australian and other Englishes, especially in international business, science, technology, the computer industry, world news and entertainment. National Geographic, X-files, ER, 60 Minutes and movies like Titanic are well received.

—George Jor, Hong Kong Correspondent

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Conference Calendar

July

- 13-16 **English Teachers' Association in Israel (ETAI)**, Jerusalem, Israel. Contact H. Hoffman, teumcong@netmedia.net.il. Expected attendance: 800.
- 13-17 **Inaugural World Conference on Computer Aided Language Learning**, U. of Melbourne, Australia. Contact Fauth Royale fauroy@ozemail.com.au., http://www.arts.unimelb.edu.au/~hlc/worldcall/.
- 17-19 **TESOL Academy**, San Antonio, TX. Contact Stephen Grady, 703-836-0774, sgrady@tesol.edu.
- 28-August 1 **Linguistic Association of Canada and the United States (LACUS)**, Claremont, California. Contact Ruth Brend 313-665-2787, rbrend@umich.edu.
- 31-August 1 **The Ohio State Conference on Second Language Reading/Writing Connections**, Ohio State University, Columbus, OH. Contact Coordinator, ESL Programs, L2Conference@osu.edu.

August

- 10-12 **National Council of Teachers of English (NCTE)**, Bordeaux, France. Contact NCTE, 217-328-3870, 217-328-0977 fax.
- 14-16 **TESOL Academy**, Seattle University, Seattle, WA. Contact Stephen Grady, 703-836-0774, sgrady@tesol.edu.
- 27-30 **International Association of Teachers of English as a Foreign Language (IATEFL)**, Constantsa, Romania. Contact IATEFL, 100070.1327@compuserve.com.

September

- 16-20 **Institute for Intercultural Communication**, 5th European summer seminar, Budapest, Hungary. Contact: bvhouten@euronet.nl.
- 18-20 **Slovak Association of Teachers of English (SLATE) and the University of Zilina**, Zilina, Slovak Republic. Contact Anna Hlavanova, hlavnova@fria.utc.sk.
- 18-20 **International Association of Teachers of English as a Foreign Language (IATEFL).** Symposium/British Council/IATEFL, Hevelius Hotel, Gdansk, Poland. Contact IATEFL, 100070.1327@Compuserve.com, www.iatefl.org/.

October

- 1-3 **Southeast Regional TESOL Annual Conference**, Louisville, Kentucky. Contact Tricia Davis, 606-622-4382. Expected attendance: 500.
- 2-4 **New York TESOL 28th Annual Conference,** Buffalo/Niagra. Contact Tim or Miriam Ebsworth, 973-762-1530. Expected attendance: 500.
- 15-18 **Second Language Research Forum '98**, U. of Hawai'i, Honolulu. Contact SLRF '98, 808-956-5984, slrf98@hawaii.edu, http://www.lll.hawaii.edu/slrf98/.
- 15-17 **Texas Foreign Language Association (TFLA)**, El Camino Real, TX. Contact TFLA, 1320 Modiste Dr., Houston, Texas 77055. 713-468-4959, TFLA@aol.com.
- 17 **Maryland TESOL (MD TESOL) Annual Conference**, Howard Community College, Columbia, Maryland. Contact Sara Rose at 410-532-3156. Expected attendance: 250.
- 17 **National Council of Teachers of English (NCTE)**, professional development services videoconference. Contact NCTE, 1111 W. Kenyon Rd., Urbana, Illinois 61801-1096. 217-328-3870.
- 17 **Michigan TESOL (MITESOL) Annual Conference,** Lansing, Michigan. Contact Jean Holther, 734-663-8137, A2Jean@aol.com. Expected attendance: 350.
- 17-18 **Korea TESOL Annual Conference**, Kyung-hee University, Seoul, South Korea. Contact Kirsten Reitan, reitankb@sorak.kaist.ac.kr. Expected attendance: 900.

November

- 7 **Washington Area (WATESOL) Annual Conference**, Bethesda, MD. Contact Goedele Gulikers 301-982-1125. Expected attendance: 500.
- 6-7 **TexTESOL V State Conference**, Arlington, Texas. Contact Jean Conway jconway@dcccd.edu. Expected attendance: 1,200.
- 20-23 **24th Annual JALT (Japan Association for Language Teaching) International Conference**, Omiya Sonic City, Omiya, Saitama, Japan. Contact Janina Tubby, janina@gol.com. Expected attendance: 2,500.

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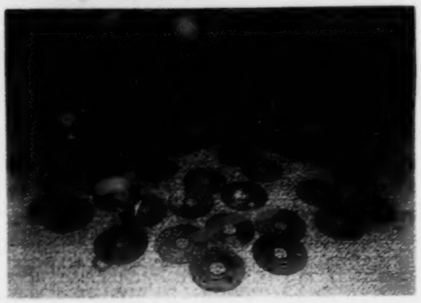

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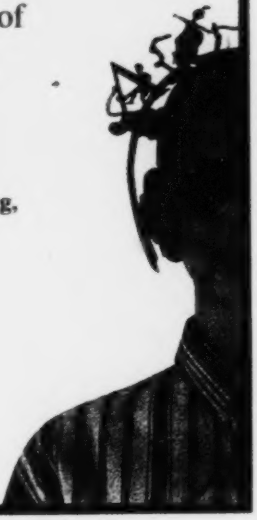

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The Expanding Role of the Elementary ESL Teacher:

Doing More than Teaching Language

BY JODI CRANDALL

> *"Teachers of English as a second or foreign language to young children must impart English skills at the same time that they foster socialization; heighten an awareness of the self, the immediate classroom community, and the community beyond the school; introduce content concepts; and expose students to art, drama, literature, and music. They must accomplish these objectives through enjoyable activities that address the whole child—the child's physical, cognitive, social, and emotional development."*
>
> *—Schinke-Llano & Rauff, 1996*

Rising academic standards, increasing use of standardized assessments, growing numbers and diversity of English language learners in the elementary grades, and increasing reliance upon ESL without mother tongue literacy or language support: all these have led to a more challenging role for elementary ESL teachers, who may be expected to shoulder greater responsibility for the overall education of English language learners.

Today, elementary ESL teachers may be required to teach initial literacy, provide the major language arts instruction, introduce academic concepts, promote academic and social language development, and help students make up for missed prior schooling, as well as serve as counselor, interpreter, and community and school liaison. While attempting to accomplish these many objectives, elementary ESL teachers may also find that the 30-minute "pull-out" ESL class has given way to 90- or 120-minute ESL/language arts blocks or even full-day assignments in which ESL teachers "plug-in" and work collaboratively with classroom teachers in the mainstream classroom. Whatever the context, elementary ESL teachers are likely to find themselves teaching not only language, but also the academic concepts and strategies to help English language learners use their new language more effectively for learning.

Elementary ESL students need content-based English instruction to succeed in school.

The new TESOL pre-K–12 ESL standards reflect this expanded role in the three goals for ESL instruction:

GOAL 1: To use English to communicate in social settings;

GOAL 2: To use English to achieve academically in all content areas; and

GOAL 3: To use English in socially and culturally appropriate ways.

Goals 1 and 3 are important, but in second language contexts, as Cummins, Collier and others have shown, students are likely to be able to achieve these through social interaction with peers in a relatively short time. It is Goal 2 which is the heart of the standards document and increasingly the core of elementary ESL: to help English language learners "use English to obtain, process, construct, and provide subject matter information in spoken and written form" in content areas across the curriculum (Standard 2 of Goal 2). Children may be able to acquire social language without much assistance from their ESL teacher, but to understand social studies textbooks, read and work math word problems, and follow directions and complete science reports is likely to require the assistance of the ESL teacher, who can provide comprehensible, yet meaningful opportunities for children to interact and converse in that academic language as they explore new ideas, relate these ideas to prior learning, and react and respond to each other. And for an elementary ESL teacher to be able to help students "to achieve academically in all content areas," requires that the teacher become very familiar with the goals and curriculum of other content areas and be able to align or integrate ESL instruction with the core curriculum.

Content-Based Language Instruction in Elementary ESL

Content-based language instruction (CBLI)—which focuses on the language of academic content areas, as well as core concepts and strategies for learning these—provides a means of achieving the integration of ESL instruction with the core curriculum. In a 30-minute pull-out class, an ESL teacher might survey students on their favorite foods, colors or pets and have them construct a graph recording their results, integrating learning the language of numbers and comparisons with an important mathematical concept. Or, over the course of a semester or year, students might plant seeds and chart their growth, noting the effects of sunlight or darkness and water or drought. In discussing and recording their results, students might use the future tense to predict the outcome, the past tense to confirm or disconfirm their predictions, and appropriate measurement vocabulary as they chart their plant's progress.

To integrate key vocabulary, concepts and learning strategies from several content areas and foster opportunities for including multicultural literature and other types of texts, the teacher might build an instructional unit around a theme such as "Families," "Animal Babies," "Fossils and Dinosaurs," "The Planets," or "Food." Thematic teaching also provides opportunities for a number of different activities. Games, chants, songs, Total Physical Response (TPR) activities, role plays, stories and drills are still part of the elementary ESL teacher's instructional repertoire, as are software programs and electronic "keypals" or "sister classes" which link students across miles, but in a thematic unit, these activities are all integrated and interconnected through an interesting and motivating theme.

Content-based language instruction, by integrating language learning with science, mathematics and social studies, helps smooth the transition for the English language learner to the mainstream classroom, and thematic teaching helps children build on their prior learning and relate what they are learning to the larger context of their lives and world.

ESL teachers can help students achieve academically in all areas.

A sample thematic unit on "Trees" illustrates how academic content and skills across the curriculum are developed within an ESL class. In this unit, students begin by discussing what they know about trees, filling out the first part of a "K-W-L" chart on which they record what they already *know* about trees, what they *want* to know about them, and later, what they have *learned*. This K-W-L chart will serve to mark their progress throughout the unit. They may go outside and collect leaves to press and describe in a class book, or spend time in cooperative groups studying one tree—how it looks, what it feels like and how it smells.

They may use their impressions of that tree to write a diamante or cinquain poem or collect pieces of bark or leaves and use them in a shape poem they write about "their" tree. Following this, the teacher and students may engage in shared reading of a book such as *The Great Kapok Tree* or *The People Who Hugged the Trees*. Follow-up discussion might focus on the value of trees to people and other living creatures, the threat of the loss of trees and what people can do to meet their needs without overharvesting.

A culminating activity might be the planting of a class tree in the school yard, with follow-up activities throughout the year in which students document the changes and growth in the tree over time. Sensory adjectives, the names for the parts of a tree and a leaf, and comparatives could all be taught within this unit, which integrates scientific knowledge, social responsibility and academic English through a variety of oral and written English activities. As this unit demonstrates, thematic teaching can also

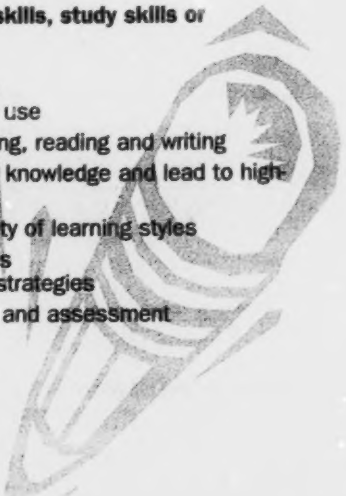
Developing Thematic Units

Choose a theme that:

- Motivates and interests students (or a theme which they have selected)
- Focuses on relevant content from across the curriculum
- Facilitates meaningful dialogue and interaction
- Is grade- and age-appropriate
- Appeals to different learning styles
- Offers opportunities for activities appropriate for "multiple intelligences"
- Is related to current events or concerns

Plan the thematic unit:

1. **Identify appropriate texts to use or adapt (stories, poetry, academic texts, trade books or students' work).**
2. **Identify language objectives.**
   - Functions
   - Grammatical structures
   - Vocabulary
3. **Identify content objectives.**
4. **Identify critical thinking skills, study skills or learning strategies.**
5. **Develop activities which:**
   - Foster authentic language use
   - Integrate listening, speaking, reading and writing
   - Draw upon students' prior knowledge and lead to higher levels of understanding
   - Are appropriate for a variety of learning styles
   - Develop learning strategies
   - Use a variety of grouping strategies
   - Provide periodic feedback and assessment
6. **Sequence the activities.**



activate and appeal to most of Gardner's "multiple intelligences" through opportunities for movement, singing or chanting, story telling, drawing and describing pictures, giving and following directions, and engaging in projects and experiments.

Thematic teaching can also be effective in plug-in ESL programs, in which the ESL teacher co-teaches with the mainstream teacher. For example, in one Wisconsin elementary school, the author observed ESL teachers work in small groups in the morning (usually during a portion of their language arts module) on vocabulary, grammar and other aspects of English, and in the afternoon, co-teach with the mainstream teachers, who often bring several classes of students together for longer periods to accommodate science experiments or social studies projects. In one particularly memorable afternoon, all the first graders—with their teachers, the ESL teacher and some teacher aides—participated in a unit on peanut butter that began with small groups engaged in shared reading of *Peanut Butter and Jelly* and a discussion of favorite foods. Some of the students had never eaten peanut butter, and few had any idea how it was made. So they engaged in an experiment in making peanut butter. They hypothesized about the taste and texture of peanut butter at various stages, followed directions to help make it, then tasted and talked about it as their teachers recorded their impressions on a large chart. Finally, they voted on whether or not peanut butter tasted good and whether it was better when it was "chunky" or "smooth." In sequencing, predicting, confirming or disconfirming the predictions, comparing and contrasting, the children used the academic language and skills that will be needed for other scientific experiments and in other comparative activities.

By having the ESL teacher in the mainstream classroom, the children not only had the benefit of a greater number of supportive teachers in the classroom, but the mainstream classroom teacher also had the opportunity to observe how the ESL teacher adapted instruction to make it more comprehensible to the English language learners.

Thematic teaching is also possible in EFL contexts. For example, a unit on "Farm Animals" might begin with a discussion of pictures of these animals, followed by teaching songs such as "Old MacDonald had a farm" or "There was an old lady who swallowed a fly." Old MacDonald provides a delightful opportunity to focus on pronunciation of English long vowels (E-I-E-I-O) and singular-plural distinctions (duck-ducks, dog-dogs, and horse-horses) with the appropriate pronunciation of (-s, -z, -iz). I have also found that children have a great deal of fun making the sounds of the animals in English and in their own language(s) while singing the song. Cards with pictures of the animals and their names can be made by the students and used in games such as "Concentration," "Go Fish," or other memory card games.

This unit can be followed by a unit on "Zoo Animals," with a focus on similarities and differences among the various animals. A trip to a farm and a zoo, of course, would make all this even more engaging and memorable for the children. Thematic units, while taking more time to develop and present, may offer a more engaging and productive use of the short EFL class than a series of activities that are not related to a central theme. The theme helps students develop cognitive schema about their world as well as the language to discuss and learn more about it.

The Challenges of CBLI for Elementary ESL

Perhaps the greatest challenge for CBLI in elementary ESL is the scarcity of good materials. Some excellent materials are available. *Science for Language Learners* offers wonderful suggestions for integrating science

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and ESL through thematic units related to plants, animals or heat. The relatively new series *Scott Foresman ESL: Accelerating English Language Learning* integrates academic concepts and language with learning strategies and literature in engaging and appropriately challenging units. In addition, *The Oxford Picture Dictionary of the Content Areas* is currently in preparation and when available, will facilitate greater vocabulary development in the content areas. However, available texts are few, requiring ESL teachers to develop their own thematic units, a time-consuming though interesting challenge for teachers.

The publication of the TESOL pre-K–12 standards and the entire standards movement have provided additional exciting challenges, as ESL teachers work together to align their ESL curriculum, first, with the core curriculum in the school and then with the standards set by TESOL. Summer curriculum development teams provide a start on this process, but helping teachers to implement the new curriculum and standards will take

A Sample Thematic Unit

Theme: Trees

Language Objectives

- LISTENING—Listen to the story (*The Great Kapok Tree*).
- SPEAKING
  - Talk about similarities and differences in trees.
  - Describe leaves or trees.
  - Discuss the value of trees to people, animals, etc.
  - Retell the story (language experience story).
- READING
  - Read language experience story.
  - Read and sequence sentences from the story (strip story).
- WRITING
  - Label or write captions for tree book
  - Create a tree poem.
- STRUCTURES—plurals (-s, -z, -iz), comparatives (bigger, smaller, lighter, darker, etc.)
- VOCABULARY
  - Trees, parts of tree (trunk, bark, leaves, roots, etc.)
  - Shapes (round, oval, square)
  - Names of the animals in the story
  - Descriptive adjectives (smooth, rough, pretty, colors, size, etc.)

Content Objectives

- Understand similarities and differences in leaves and trees.
- Understand the value of trees and the importance of protecting and planting them.

Study Skills

- Sequence information.
- Compare and contrast effects of different uses of trees.

Warm Up

- Take students on walk around school grounds. Point to different trees. Touch them. Talk about them. Build vocabulary. Encourage students to look closely and to pick up fallen leaves and bark to take back to class.
- When back in the class, ask students to describe their leaves. Elicit vocabulary for colors, shapes, size and other characteristics.
- Show pictures of different trees. Ask students to talk about trees in the school yard, in their yards, in the neighborhood, etc. Identify ways in which the trees are the same/different; small/large, etc.).
- Create a semantic web recording what students know about trees. Transfer to a K-W-L chart and ask what else they want to know (learn) about trees.

Presentation

- In small groups, have students list all the ways that people, animals and other plants benefit from trees. Show pictures of birds' nests, lumber, small trees living under larger ones, squirrels eating acorns, etc. if students need some suggestions.
- Record students' ideas on a chart according to who benefits (people, animals, plants).
- Read *The Great Kapok Tree.* Preview the book with the students. Show the pictures. Ask students about where the story takes place. Point on a globe or map to where rain forests are located.
- While reading the story, stop frequently to talk about the kapok tree and the animals that live in the rain forest.

Practice

- Discuss the story. Go through the book again, pointing out more of the things in the pictures. Ask students if they can remember the names of the animals and how each benefits from trees. As they talk, take notes on the chart. From these, ask students to retell the story in their own words while you record their words.

Application

Depending on age and English level, ask students to:

- Draw and label the parts of a tree.
- Working in pairs, create a tree/leaf book: paste leaves on sheets of paper, describe the leaves, name the tree.
- Complete a chart which identifies ways people use trees that allow the trees to continue living (renewable resources) and ways that cause trees to die.
- Plant a tree in the school yard and create a sign for it.
- In groups of three, create a tree poem (using a diamante, cinquain or shape poem).

Evaluation and Closure

- Ask students to share their "application" projects with the class.
- Have students work in small groups to create tree posters that combine their work.

Follow-Up

- If students plant a tree, create a class tree diary.
- Ask students to look at the tree carefully periodically (perhaps once a month) and to describe changes in the tree.
- Measure the tree's growth periodically and chart that growth on the classroom wall.
- Appoint different students each week/month to be responsible for caring for the tree, watering it, if necessary, and reporting to the class about its growth.

substantially more time and effort.

An additional challenge is class time. Even with 90- or 120-minute classes, the time for thematic teaching may be limited, and what time is available may be interrupted by requests for interpreting, testing, other special assignments and the ongoing testing and placement of new students. Classroom teachers may overlook the scheduled departure time for ESL students or may refuse to let these students leave because "they are involved in something too important to miss." Sadly, it is these same teachers who may also say, "You take care of it. You're the English teacher," when a student has trouble with the language of mathematics or the reading or writing requirements of the regular classroom.

For those engaged in preparing ESOL teachers, the challenges are also great. Prospective elementary ESL teachers need time to observe, assist and co-teach in both ESL and mainstream classrooms if they are to be prepared to integrate ESL and the core curriculum in their teaching. In the M.A. Program in ESOL/Bilingual Education at the University of Maryland, Baltimore County, many students have been teaching elementary school for years and want to teach ESL because of their positive experiences with the English language learners in their classes. An experienced elementary school teacher who adds an M.A. in TESOL is a great asset to a school. However, efforts in some states to reduce ESL certification to an endorsement and to require that teachers become certified as elementary school teachers before they add a few courses in ESL are misguided and short-sighted. While elementary teachers may need to learn how to teach the increasingly diverse students in their classrooms, teaching ESL requires knowledge and experiences beyond those which would be available in a brief endorsement program. Teacher education partnerships which link those preparing to teach ESL with others preparing to teach science or social studies offer the opportunity for these prospective teachers to learn from each other. Partnerships between schools and universities that offer long-term internships to teacher candidates are also promising. Teacher preparation is a continuing challenge, one which must be met if future elementary ESL teachers are to successfully fill their expanding roles.

JoAnn (Jodi) Crandall is professor of Education, Co-Director ESOL/ Bilingual Program and Director, Doctoral Program in Language, Literacy and Culture, University of MD Baltimore County (UMBC).

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For more information about the *ESL Standards* and their implementation in pre-K through twelfth grade classrooms, contact Deborah Short, Project Director, or Emily Gomez at the Center for Applied Linguistics at 202-429-9292.

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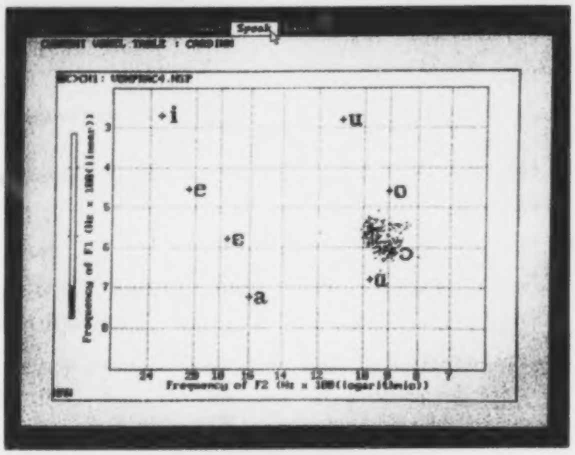

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Helping you help students learn

Comfort at the Computer

BY TOMMY B. McDONELL, MPS

Students' comfort has much to do with how they learn. If students are not comfortable while working at the computer, this will affect their learning. Therefore, teachers need to pay attention not only to computer software for students but also to the set up of computer work stations. Habits developed at school can be continued at home. These tips also work for setting up your own office at school or at home.

Ergonomics, the scientific study of human work, has as its goal the reduction of musculosketal disorders by adapting work to fit the person. The Occupational Safety and Health Administration, or OSHA, defines ergonomic disorders as those of musculoskeletal and nervous systems occurring in the upper or lower extremities or the back. Disorders include carpal tunnel syndrome, various tendon disorders and lower back injuries. Common symptoms are:

- painful joints, wrists or shoulders,
- tingling and numbness in hands and feet,
- back or neck pain,
- stiffness.

These symptoms are caused or aggravated by repetitive motion or awkward positions for extended periods of time.

Tailor Your Work Space To Fit Your Body's Needs

The best computer lab or teacher's office is one in which the workspace is tailored to fit the body's needs. The best position for your body is one that generates the least amount of strain. Making the right ergonomic adjustments to the chair, keyboard and display are important.

▶ Your Body

If you work with a computer, the recommended position for your body is one in which your:

- shoulders are relaxed,
- wrists form straight lines with arms, hands and fingers,
- upper arms are close to your sides and elbows form right angles (90 degrees).

▶ Work Station

First, make sure you have enough room. Place materials or supplies where they don't interfere with your movements. Arrange the work area so that you face the display and keyboard directly, without having to twist your body.

A divided keyboard promotes natural and comfortable hand position.

▶ The Chair

Both chairs and monitors are often the causes of neck and/or back discomfort. Every chair is different, but one should be able to adjust the fit, tilt and height of the chair for good posture and comfort. The chair should fit the back snugly or have a back cushion.

Set the chair height so that hands and wrists are at about the same level as the home row on the keyboard.

Feet should be on the floor or on a foot rest.

▶ Monitor

The top line of the monitor should be just below eye level to keep the neck straight. Adjustable arms, tables or platforms can help bring the screen to the proper height. The monitor should be placed 18 to 30 inches away from the you. The screen should be easily viewed so that the your head isn't turning to the side or tilting up or down regularly.

▶ Lighting

If glare is a problem, there are several solutions. Position the screen at right angles to any bright light sources. Don't face a window. If you have trouble reading the screen, adjust the brightness and contrast controls. Reflections may be eliminated by tilting the display.

▶ Keyboards

The keyboard and mouse are often the reason for hand or wrist pain and carpal tunnel syndrome. Keyboards should be detachable so the angle and position can be adjusted. Wrist/palm rests should be made of soft supporting material and be the same height as the keyboard.

Use the palm rest to rest your hand prior to typing; don't use it while typing or you will put stress on your hands. When typing, your wrists should be as straight as possible and your forearms parallel to the floor.

▶ The Mouse

When moving the mouse, use your whole arm, not just your wrist. Your mouse or trackball should be at the same height as your keyboard and within easy reach.

▶ Extra Tips

Remember to stretch from time to time. After twenty minutes of typing or looking at the monitor, take a break for a minute or two and look around the room.

If you have pain that lasts for more than a few days, call your doctor to determine the problem.

The next time you experience neck or back pain at work, or notice a student's discomfort, consider the set up of the computer work station and look for ways to make it more ergonomically correct.

Tommy B. McDonell is Executive Director of the Learning English Adult Program, Inc. (LEAP) in New York.

GOING CORPORATE: Teaching English in the Workplace

BY FAITH HAYFLICH

The union of auto manufacturing giants Chrysler and Daimler-Benz was the merger "heard 'round the world," causing many to sit up and take notice. English language teachers should also take notice because the accelerated globalization of business is just one of several factors causing the growth of corporate ESL in North America, growth that is providing increased opportunities for teachers.

More and more companies are seeking English language and cultural training for their employees. Berlitz International, Inc., one of the largest language teaching entities in the world, reports that in just the last five years, corporate enrollments for English language instruction have increased from 21% to 32% of their total corporate enrollment. Among their English training clients are familiar names such as McDonald's, Coca-Cola, Samsung, Daimler-Benz and KPMG Peat Marwick.

Other international companies such as Toyota, Panasonic and Canon have all offered English classes for their employees in the U.S. and abroad. Hilton now offers English classes for management and support staff nationwide. Other ESL training entities report increases in the number of corporate clients from a variety of fields including technology, real estate, management, law, design, finance, publishing/media, and hospitality sectors, as well as associations and federal agencies.

Changes and Challenges

What is it like to teach ESL in a corporation? It can be exciting and full of surprises. One encounters new terminology, schedules, instructional settings and goals. Even the teacher's role is expanded. To be successful, a teacher must adapt to this new environment and meet these challenges with energy and creativity.

When a teacher walks into a corporation, he or she becomes an instructor, trainer or consultant. The students are employees of the corporation and are known as participants or trainees. The school represented by the teacher is the vendor or provider. Everyone who has an interest in the class may be referred to as a "stakeholder." Students, their supervisors, the division manager and the training manager may all be stakeholders.

The language in the classroom relates primarily to work rather than life skills or school situations. This means that conversation practice is geared toward situations that occur at work (e.g., meetings). Sentences used for pronunciation exercises include work-related vocabulary (so that hardware engineers talk about "hardware" instead of "holloware"), and grammar and functional exercises include work-related situations (e.g., "How much paper do you want?" not "How much meat?"). Many of a teacher's favorite books may not be useful within the corporate setting because they focus too much on school situations or life skills or are oriented towards the wrong age group.

Creative Scheduling

Class schedules must conform to company schedules. Students may come to class for two hours twice a week, or three hours once a week, or sometimes for a whole day for one class. Classes may take place before or after work or on the job. They can even occur during a graveyard shift from 11 p.m. to 1 a.m. or 5 a.m. to 7 a.m.

Since classes may be two or eight or twelve weeks long, a teacher who works full-time in a corporate setting may have a schedule that changes constantly. Overlapping courses may provide 28 hours of teaching in one week and only six in the next. Trainers typically need to schedule vacations in advance and inform the corporate client since there are no regularly scheduled school vacations.

Scheduling individual classes requires juggling the priorities of various stakeholders in a company. When the students are professionals (e.g., engineers, scientists, and accountants), scheduling may be relatively easy. Classes can usually occur during the day or sometimes immediately after work because these employees often schedule their own time. The main issue is scheduling around meetings and business trips.

For hourly workers such as clerks or manufacturing employees, scheduling can be more challenging. Training on company time ensures good attendance but may lower output in a production environment, so supervisors may request training after hours. However, employees may then have a difficult time coming to class because of second jobs or baby-sitting needs or car pools. Employees may work 12-hour shifts three days per week and be tired if they come to class after their shift. A typical solution in a production environment is to provide training for two hours twice per week with one hour on company time and one hour on the employee's own time.

Instructional Settings

The classroom in a company is often a conference room. This may be a wonderful training facility–better than any school classroom–with video, an overhead projector, flip charts, whiteboards (some of which can print out what the teacher has written on them), moveable tables and a thermostat that can be set for comfort. On the other hand, a teacher may find herself in a large cafeteria or a room designed for ten people with a class of twelve. There may be a noisy ventilation system to compete with a pronunciation class.

> **"One encounters new terminology, schedules, instructional settings and goals. Even the teacher's role is expanded."**

Add to these challenges the possibility of a high priority corporate meeting taking place in the regularly scheduled training room so that the instructor must find an alternate room at the last minute. One corporate trainer arrived at her meeting room in a fast-growing company only to find that it had been converted into an office over the weekend.

Diverse Students and Goals

The corporate setting also often presents goals that differ from those in a school setting. Companies hire ESL teachers to improve productivity and save money. More specifically, they may request that a class:

- ◆ Improve worker participation in total quality management (TQM) teams;
- ◆ Improve communication between limited English speaking employees and their managers, saving time and reducing costly errors;
- ◆ Improve communication and relationships among coworkers to create greater cooperation;
- ◆ Encourage employees to report problems and devise solutions;
- ◆ Improve employees' communication skills and self-confidence so that they can assume greater responsibility and be promoted in the organization;
- ◆ Improve communication between limited English speaking employees and customers in order to enhance customer relations;
- ◆ Improve the quality and speed of production through better reading of job specifications, better understanding of instructions and increased ability to interpret mathematical information.

These kinds of goals can be exciting for the trainer who sees his work have a direct impact on the students and those around them. For example, one company found itself saving $1,000,000 per year on one production line due to work-related ESL training. In the class, the employees had learned to discuss and solve problems they were having in meeting their production goals. By solving some of these problems, they were able to save the company money and receive bonuses in the process.

In another case, an employee wanted to apply for a promotion but was not meeting the interviewer's expectations even though he was good at his job. His ESL class helped him acquire the skills he needed to succeed in an interview and get a well-deserved promotion.

ESL teachers in a corporation serve a wide variety of students. A teacher may conduct training for:

- ◆ A group of employees who are in the U.S. for 6 months of job training from their company but whose

Organizations That Have Provided English Training for Employees

- ➤ Apple Computer
- ➤ Applied Komatsu Technology
- ➤ Compaq
- ➤ Digital Equipment
- ➤ Dolby Labs
- ➤ Fujitsu America
- ➤ Hewlett-Packard
- ➤ IBM
- ➤ Kobe Precision
- ➤ Quantum
- ➤ Silicon Graphics
- ➤ Solectron
- ➤ Sony
- ➤ Sun Microsystems
- ➤ 3COM
- ➤ Xerox
- ➤ Cirrus Logic
- ➤ Intel
- ➤ Motorola
- ➤ National Semiconductor
- ➤ Samsung
- ➤ McDonald's
- ➤ Coca-Cola
- ➤ Daimler-Benz
- ➤ KPMG Peat Marwick
- ➤ General Motors
- ➤ Nikon Precision, Inc.
- ➤ Silicon Valley Group
- ➤ Chemical Pharmaceutical
- ➤ Panasonic
- ➤ Stanford University Medical Center
- ➤ Adobe
- ➤ Toyota
- ➤ Oracle
- ➤ Bank of America
- ➤ Citibank
- ➤ Metropolitan Life
- ➤ Wells Fargo Bank
- ➤ Bureau of Land Management
- ➤ United Defense
- ➤ Litton Applied Technology
- ➤ Lockheed Missiles & Space
- ➤ U.S. Air Force
- ➤ Hyatt Hotels
- ➤ MCI
- ➤ Northern Telecom
- ➤ Lucent Technology
- ➤ Pacific Bell
- ➤ SynOptics
- ➤ Canon
- ➤ Pioneer Electronics
- ➤ Toro Irrigation
- ➤ Chevron Corporation
- ➤ Asian Management Institute
- ➤ Sonoma State University
- ➤ University of California
- ➤ General Electric
- ➤ Levi Strauss
- ➤ Los Angeles Times
- ➤ Waste Management

English skills are inadequate for that training;

- A high-ranking executive who needs to make presentations but has trouble being understood because of his accent;
- A group of manufacturing workers, some of whom are not literate, who must read manuals on the job and speak to colleagues and supervisors to solve problems;
- Hotel workers who are not literate and know very little English yet must answer guests' questions;
- Engineers who have lived in the U.S. for many years but whose career development is stymied because of poor communication;
- Bank clerks who need to write grammatically correct letters to customers.

ESL professionals may serve a wider variety of students in a corporate setting.

For each of these groups, the curriculum and materials will be different. Ideally, the trainer will encourage the company not to combine too many different groups into one class. For example, a writing class with native and non-native speaking engineers can be successful as long as the latter have advanced English skills. However, a writing class with engineers and manufacturing workers may be less successful if their educational levels and writing needs on the job are very different.

Developing Instruction

In order to conduct a class that meets the needs of the participants, the trainer must first do a needs assessment that includes placement testing and an analysis of the language used on the job. The next step is to divide the participants into classes according to type of job and language level. The curriculum is then developed with input from students, supervisors and managers, if possible.

As training takes place, the teacher should maintain contact with the stakeholders to inform them of the progress of the class and any problems. The trainer should also be informed of any factors affecting students' jobs that could be brought into future lessons. At the conclusion of training, results of post-tests and questionnaires to students' supervisors asking about progress and usefulness of the training can help the company evaluate the training and determine whether or not to provide additional training for employees.

With the diversity of students and goals typically present in a company, teachers must be careful not to overextend themselves. Since an hour of class in a workplace may require several hours of preparation, successful workplace teachers learn to prepare classes efficiently and spend their time developing materials that can be used in more than one class. For example, a frequent need in manufacturing is for employees to learn to clarify. Teachers can create a standard lesson on clarifying skills and then adapt it for each new level or company.

An Expanded Role

In a company, teachers take on a new role. They become not only teachers to

(continued on page 22)

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Evaluating Business and Workplace English Materials

BY EMILY LITES AND KATHY THORPE

Evaluating business or workplace English instructional materials can be daunting since the materials chosen often have a major impact on the success of the learning experience. For any corporate or workplace setting, trainers typically cannot find published materials that exactly fit trainees' needs. Trainers must usually rely on a combination of their own materials and published materials. The following steps should help trainers evaluate materials and select those which best fit the needs of the trainees.

1. Conduct a Brief Needs Analysis

Identify specific learning goals before selecting materials:

- What do learners need to be able to do in English?
- What general skill areas are important?
- In what communication situations will they participate?
- What are individual and corporate expectations?
- At what level are the learners currently?

Target Proficiency
– Current Proficiency
= Focus of Coursework

The needs analysis might be done via questionnaires, interviews, and/or talks with corporate administrators and trainees. Although difficult to get, this information is tremendously helpful to course designers.

2. Analyze and Select Specific Language Skills

A key concern is whether the materials focus on the high frequency, authentic language actually used in business contexts. With oral skills, areas of particular need might include:

- Telephoning
- Setting up appointments and meetings
- Traveling internationally
- Participating in and running meetings
- Giving presentations
- Socializing
- Persuading others
- Negotiating
- Discussion skills
- Executive etiquette
- Cross-cultural awareness and business protocol

Also important may be skills more closely aligned with participants' specific occupations: taking orders; placing orders; customer service; making travel arrangements; receiving visitors; giving company tours; describing products and services; describing company history, organization and structure; describing a process or procedure; interpersonal skills or teamwork.

3. Match Learner Needs with the Contents of Textbooks

Comparing textbook tables of contents with your learning goals is a good place to start. Level and general appropriacy then become important considerations:

- Is the level appropriate?
- Are the materials relevant to your trainees?
- Are the materials sufficiently sophisticated?
- Is the language natural [American] English?
- Are the situations authentic?

4. Identify Positive Qualities in Each Textbook

The search is further narrowed as you examine individual characteristics:

- Is there a strong [listening, speaking, reading and writing] component?
- Is there a variety of exercises and activities?
- Is there a logical progression in the activities?
- Is there a mix of controlled, semi-controlled, and free expression activities?
- Do the activities include authentic, problem-solving tasks when appropriate?
- Are activities sufficient in number, nature and depth to reach mastery of the target language and skills?

5. Check for Differentiating Qualities

These additional considerations may help you finalize the decision:

- Is the content interesting, relevant and engaging?
- Are the directions clear and simple?
- Are communicative activities open-ended? Do participants assume roles and stances? Are they adequately prepared beforehand? Is there opportunity for learners to relate the topics to their own experience?
- Does the textbook elicit cross cultural information?
- Is there attention to business protocol, often a concern for international executives?
- Are the art and layout user-friendly and inviting?
- Are companion materials (cassettes, video, CD-ROM, instructor manual, etc.) useful?

The perfect textbook may never exist, but as more materials are published for different skill areas, it becomes easier to match quality materials with the needs of program participants.

Emily Lites, Executive Director of American Business English, is designing an online business English training center for corporate and individual users. Visit her online at http://www.bizenglish.com/.

Kathy Thorpe is Coordinator of Executive English Programs at the Economics Institute where she teaches, designs courses and programs and writes materials. She can be reached at thorpek@spot.colorado.edu.

their students, but advisors to the company. They must, as usual, satisfy their students and their own teaching supervisor, but also the students' supervisors and the human resources department of the company. This requires diplomacy and an ability to be neutral when considering the needs of different stakeholders. Manufacturing supervisors are ultimately responsible for production. When employees are in classes, they are not producing a product. A teacher may need to be willing to suspend classes for a week when there's a production push while also demonstrating to supervisors how the class will ultimately help meet production goals.

In some of the most successful large-scale workplace programs, there is a stakeholder group that meets regularly throughout the program. Participants include the ESL teacher, people from the human resources staff, selected students from the program and their supervisors or managers. The ESL teacher's role is to advise, provide information about the educational process and encourage the stakeholders in making their decisions.

For example, one very multilingual company wanted all employees to speak English on the floor during working hours so that everyone would feel included in discussions. Students in ESL training spent several weeks discussing the pros and cons of speaking English on the floor, including factors that made it easy or difficult for them to speak English. Class representatives brought their reports to the stakeholder group, and the group discussed ways to encourage speaking English on the floor. One result was a poster contest. A more important result was greater understanding by the employees and their supervisors of the ramifications of speaking or not speaking English.

Going Corporate

Teachers who want to teach in the workplace have several ways to go about it. One is to get a workplace job through a community college, adult education program or through a company like Berlitz or LinguaTec (in the San Francisco Bay Area). An instructor can also approach a company independently. In this case, it is best to use a wide variety of methods. Some contact should be personal. The teacher can join a local chapter of the American Society for Training and Development to meet local corporate trainers or make cold calls to inform local corporations of the services. Other contact can be via brochures, advertisements, yellow page listings or the Internet.

Pay for workplace teachers varies. Some community colleges and adult education centers pay a small premium on top of their regular pay rates for corporate work. Some pay extra for curriculum development and mileage. In California, rates for ESL teachers in corporate settings can range from $25 an hour for adult education programs or private schools to $100 per hour or more for teachers who get contracts on their own.

The need for corporate ESL teachers is growing, providing an exciting career alternative for ESL professionals. While it requires flexibility and adaptability, the rewards can be great for those who like creative challenges.

P. Faith Hayflich is President of LinguaTec, a corporation she founded in 1980 to provide English language training in the workplace.

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Do you have what it takes to teach in a company?

While there are a variety of different corporate situations, if you can answer yes to most of the following questions, you have a good chance of being successful as a corporate ESL trainer.

- Do you have a Master's degree in teaching ESL?
- Have you ever worked in a corporation?
- Do you have experience in designing English for Specific Purposes (ESP) or Vocational ESL (VESL) programs?
- Do you use a wide variety of teaching techniques?
- Are you flexible and organized?
- Can you function independently?
- Are you willing to adapt to corporate goals, expectations and time constraints?
- Can you be impartial in a dispute between employees (i.e., your students) and their supervisors?
- Do you like the challenge of meeting the needs of a variety of different people?
- Can you establish a professional peer relationship with your students?
- Do you like to develop class materials?

ELLIS Software Supplements Instruction and Promotes Practice

BY JEANA REMINGTON

As an ESOL instructor, I am always concerned that my students spend as much time as possible using English. I also want my students to enjoy the personalized, individual instruction that comes from a small class setting. Unfortunately, time deficiencies and other constraints sometimes prevent these ideals from being realized. However, I'm excited that there is now a powerful multimedia instructional program series called ELLIS (English Language Learning and Instruction System) by CALI, Inc. that is helping us meet our individual student goals.

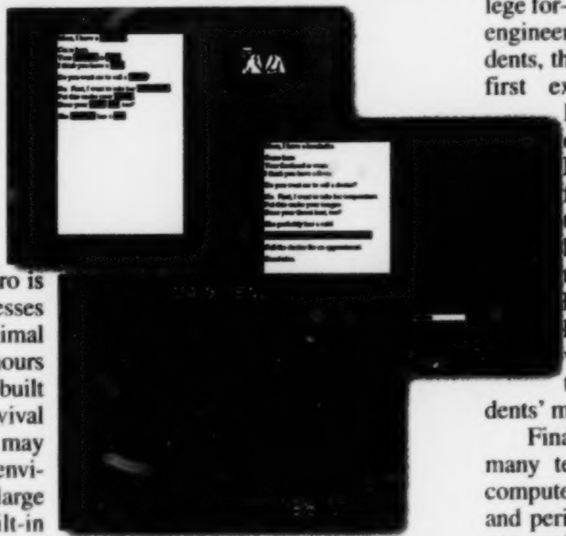
The three core programs of ELLIS (Intro, Middle Mastery and Senior Mastery) cover a wide range of English ability. Intro is the beginner program and addresses the needs of persons with minimal English ability. It contains 400 hours of interactive instruction and is built around themes that reflect the survival skills necessary for a person who may be new to an English speaking environment. This program uses a large number of graphics and a built-in Native Language Help/Guide.

Middle Mastery and Senior Mastery are the intermediate and advanced programs that provide increasingly higher skill levels as students move through the integrated curriculum.

Two other programs include Master Pronunciation, which is a practice program for pronunciation skills and accent reduction, and an on-line computer-adaptive assessment called Placement that indicates which program and where within that program the student should work.

The strategy of the programs is to create a "real world" learning environment for each lesson that is relevant to the student's life through the presentation of a short video segment. The dialogue from the video segment is transferred to the computer screen where the student is guided through a series of learning activities that include listening, vocabulary, phrases, grammar, culture and pronunciation. Writing activities are provided in a companion workbook.

Students are encouraged to speak English through the use of role play activities in which they assume the role of one of the actors in the video segment and insert their voice into the segment for playback and review. There are multiple practice activities that prepare students for their performance evaluations.



Ellis software uses video and role play activities and allows students to view progress and scores.

Through a combination of classroom instruction and laboratory assignments using the ELLIS programs, we are able to work with a large group of students and still ensure that each student has a quality opportunity to practice English at her or his own pace. Students can listen to, practice and repeat lessons and portions of lessons as many times as they want. While students are working at their individual stations, I am able to move from student to student and provide that critically important "one on one" time, listening, assisting and clarifying.

Often students feel that taking language classes keeps them from studying what they really came to college for—computer science, medicine, engineering, etc. For many of my students, the ESOL computer lab is their first experience with computers. However, by the time a student completes a semester of ESOL courses with the user friendly ELLIS programs, they have not only gained a higher level of comfort with the personal computer but have actually learned a little of how it works. Using the individualized computer instruction also increases our students' motivation.

Finally, as a lab coordinator, I face many technical challenges. Keeping computers running, software updated and peripherals repaired can be time-consuming. The ELLIS products have run consistently well and, with CALI's frequent updates, have always remained "state-of-the-art" applications. Also, as someone who delivers five or six orientations per day at the beginning of each semester, I can say that my students learn to use this fairly complex program with ease.

The ELLIS software combined with the increased student-teacher interaction and individualized practice has created a richer learning experience for our ESOL students.

Jeana Remington teaches ESL at Richland College of the Dallas County Community College District.

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Learning to Listen

BY MARC HELGESEN

Every day we listen to many different things in many different ways. Perhaps your alarm clock rang this morning. You heard it and woke up. That's listening. Maybe the TV or radio was on as you ate breakfast. You weren't really paying attention until something you wanted to know about—the weather or the news—came on. Then you focused in. Both being aware of the sounds in the background and your focusing were types of listening. Maybe you had a conversation with your family or roommate. Hopefully you were listening. At work you talked—and listened—to different people in different ways for different purposes. The list goes on. The point is this: *What's important is not just what we're listening to. It's what we're listening for.*

No one has to be taught how to adjust their listening to match their purpose in their native language. It grows naturally out of exposure to and having to understand different things. Yet, what happens in the classroom? All too often, textbooks introduce students to a very narrow range of listening types and tasks. But to be effective listeners, students need a variety of both. They need to learn *how* to listen.

The first step in learning how to listen is for students to notice their task—learners need to be aware of what they are listening for. The goal affects the way they listen. To demonstrate the point, you're going to read a very short conversation. Before doing so, choose and read one (and only one) of the three tasks below.

TASK 1
What's the main topic of the conversation?
☐ sports
☐ the weather
☐ the window

TASK 2
What's the weather like?
☐ It's sunny.
☐ It's cold.
☐ It's raining.

TASK 3
Do the people go outside?
☐ yes
☐ no

Now read this conversation and answer the question in your task.

RAFAEL: I need some exercise. Do you want to go outside? Maybe we could play tennis?

ERIKA: Tennis? Look out the window. It's raining.

RAFAEL: Raining? Oh, no!

How you read depended on which task you chose. Task 1 required reading for the gist or general understanding. Task 2 asked for specific information. Task 3 required inference. If you had been listening to the conversation instead of reading it, you would have adjusted your listening to fit your task.

Types of listening

Listening for gist

In the first task, all three answers — sports, the weather and the window—were part of the conversation. However, the weather was the most important thing. Readers doing Task 1 were looking for the gist or main idea. They didn't focus on understanding everything. Rather, they read to see what was important. Listening for gist works the same way. Students only focus on the main ideas. If one compares listening to reading the other receptive skill, listening for gist is a lot like skimming.

Gist listening is like standing in a waterfall. The message washes over you and you get a general understanding.

Listening for specific information

Task 2 involved looking for specific information: What is the weather like? Looking for specific information doesn't mean reading and processing every word to find the answer. Rather, it's about scanning for the needed data. The reader's focus was probably something like this:

RAFAEL: xxxxx exercise. xxxxx outside? xxxxx play tennis?

ERIKA: xxxxx window. xxxxx raining.

RAFAEL: Raining? xxxxx.

Rather than paying attention to every word, people think about what they need to understand and look for that information. Listening for specific information is quite similar to the reading skill of scanning.

This is where students often get into trouble. They try to catch everything, often taking the time to mentally translate it into their mother tongue. This word-by-word processing leads to slow, tedious reading. With listening, it's impossible. It simply takes too long. The key is to get students to focus on what they are listening for. One good way is simply to have them read the task or questions before listening. Do they have to write answers? Check boxes? Fill in a form? Number pictures? In real life, people always know why they are listening. In class, the learners need to know, too.

Listening for specific information isn't understanding everything and using what you need. It's knowing what you need and catching that.

Inference

Task 3 required inference. The question was simple enough: Do they go outside? Of course they don't. It's raining. Notice that they never say specifically that they aren't going to go outside. It isn't necessary.

Inference is an important skill, but one that's often left out of elementary level textbooks since it is considered a high level of comprehension. This is unfortunate because learners really do need to be able to "listen between the lines" from the very beginning. Indeed, beginners who lack extensive vocabularies and knowledge of language functions and grammar often need to infer a lot just to compensate for what they don't understand.

Inference is neither magic nor pure imagination. It is hearing meaning that is there, even when the words aren't.

How do we educate students about the different listening types? Exercises like the one at the beginning of this article (which is based on one from *Active Listening* from Cambridge University Press) are useful for creating awareness. By regularly pointing out task types, teachers encourage learners to notice their own listening goals.

As useful as these three types of listening are both for learner awareness and as a checklist for teachers planning classes, it's important to remember that the skills are rarely used in isolation. At times, a specific word or two will give the clues that help learners understand the gist. In some cases, global knowledge of a topic makes it easier to focus on specific information or to infer meaning. The important thing is that students have experience with a variety of listening types and tasks.

In which direction are they listening?

These listening types need to be considered within the overall framework learners use to make sense of what they hear. Over the past several years, the distinction between "top-down" and "bottom-up" processing has emerged as a useful metaphor for how learners make sense of what they listen to.

Basically, top-down listening starts at the point of overall meaning. It makes use of general knowledge and life experience, sometimes called "content schemata." Top-down listening simply means thinking about what one already knows about the topic, the task and likely answers. In short, listeners use what they already know about a topic to understand more.

Bottom-up listening, on the other hand, makes use of the "parts" of language to try to understand what's been heard. These parts include vocabulary, grammar and sounds. Because so much language study involves the parts, many learners are overly reliant on bottom-up processing. This "puzzle it out" approach is like trying to deal with English as if it were their first language in code—students catch a piece (a word or phrase), focus on its meaning, perhaps mentally rearrange it to fit their first language's grammar, and then go on to the next piece. That sounds easy enough, but it's actually quite difficult to do effectively. To

Teaching Tips

▶ **How did you know?** When contemplating a task involving gist or inference listening, students identify the words that gave them the clues. This helps learners who missed the information know how their classmates caught it.

▶ **Do it in pairs.** If learners find a passage difficult, have them listen in pairs. They help each other find the answers. This usually means they focus on sharing what they did understand rather than panicking over what they missed.

▶ **Choose your own level.** While checking an activity, write the answers on the board or an overhead projector. Then play the passage again. Students choose their own level of support. Those who feel they understood the listening well close their eyes and imagine the conversation. Those who were less certain look at the task in their textbook and try to spot the information as they hear it. Those who found the listening difficult watch you. As they hear the passage, point to the answers just before they are spoken.

▶ **Play it again, later.** If students found listening to natural English difficult at the beginning of a course, go back to the same passage a month or two later. In most cases, what used to be difficult to understand is now easier. This helps them see their own progress and builds confidence.

▶ **Don't give out the script.** In most cases, don't give out the scripts. It can reinforce the idea that they need to catch every word to "really" understand. When the script is given out, it should be for a specific purpose such as listening and underlining a particular point of grammar.

▶ **Listen to enjoy.** Stories are a wonderful source of listening material. They can excite and involve students. And, if learners can explain whether or not they like a story they've heard, it demonstrates understanding at a very high level. Ironically, the most sophisticated comprehension question might simply be: Did you like the story? Why?

Adapting Textbooks

If a textbook book lacks pre-listening tasks and a range of listening types, here are ways to add them.

Preview Tasks

▶ Students work in pairs or small groups. They look at the tasks and say or list everything they know about the topics. Add a time limit to keep them focused.

▶ If the topic is unfamiliar, learners can list at least three things they would like to know or think the recording will include.

▶ If there is a picture with the task, have students work in pairs. How many items in the picture can they name in English in two minutes?

Adding Listening Types

▶ GIST

Choose the main idea of the listening passage as well as two or three other items from the passage. Write all the items on the board in a scrambled order. Students listen and decide which is the main point.

If the passage tells a story, choose four or five events. Again, write them on the board in a scrambled order. Learners listen and put the events in order. Include one extra event not from the story so students must listen to the entire passage.

▶ LISTENING FOR SPECIFIC INFORMATION

Choose a group of items that come up several times in the listening passage. They might be content items like names of food, colors or people or grammar items such as -ing verbs, past tense verbs, modals or adjectives. Tell the students what to listen for. Play the passage. Students raise their hands each time they hear the item. This is a way to show their answers and cue others who might have missed it. Generally, listening for content items is a way to preview the main listening task. Listening for grammar points is usually best after they already know the general meaning.

If the listening task involves answering comprehension questions or filling in blanks, students work in pairs before they listen. They try to guess the answers to the questions. Later, when they listen, they find out whether or not they were right.

▶ INFERENCE

Look for opportunities to add inference. Two places to start:

Focus on the speakers' emotions. How do they feel? How do we know?

Look for the "background information." Has the speaker been here/done that/tried this before?

---

illustrate this point, read the following excerpts from a passage and write a title for it.

- A few years ago, the Canadian National Swim Team put ladybugs on their chests.
- 200 years earlier, a cross on the back might have stopped a whipping.
- In some places, it's about beauty.
- East Africa. Polynesia.
- At times, it is related to occupation. For better or worse.
- Think before you make a judgment. And think before you make a decision.
- In this age of AIDS, you've got to be careful.

What title would you give the passage? Most people feel frustrated reading this. What's the topic? All the words are understood, but what is it about? That feeling is the frustration of bottom-up processing. All the pieces are there, but they just don't add up.

This passage's real title is "The Tattoo: Across Cultures, Across Time." However, without that background (top-down) information, readers can't make use of their own general knowledge: Why do people get tattoos? Group membership is one reason. That could include bikers and, a few years ago, the Canadian swimmers. European sailors used to get a cross or a picture of Jesus tattooed on their backs so that no one would dare whip them. In many cultures, tattoos are a sign of beauty. Occupations? For better, Thai soldiers were tattooed for bravery. For worse, Japanese and Korean gangsters get the markings to show toughness and cultural defiance. A recent problem has been the spread of the HIV virus through tattoo ink.

Knowing the title would have helped the reader use top-down processing and make sense of the passage. Without it, the reader was faced with same difficulty as learners who try to listen from the bottom up.

Teachers can't replace bottom-up processing with top-down. It wouldn't be desirable even if it were possible. They key is to get learners "listening in both directions." They need to integrate top-down and bottom-up processing. When they do, it activates their language and increases their listening skills.

The simplest way to promote top-down processing and activate language is through a pre-listening warm-up. Just as doing pre-reading exercises is a good way to get learners ready to read, pre-listening tasks should be a standard part of listening lessons. The pre-listening task "reminds" learners of what they already know—or want to know—about the topic. That is, it gets them in touch with their own top-down knowledge. At the same time, that top-down information is made up of words and phrases, the bottom-up elements of vocabulary and grammar. The warm-up is more than an introduction of the topic—it's a way to *activate* background knowledge and *integrate* the directions of listening.

The specific warm-up will, of course, depend on what the students are going to listen to. If they are going to listen to the passage on tattoos as part of a lesson on cultural differences, they might do a pre-listening task in pairs or small groups in which they say or list everything they can think of related to the topic in five minutes. Their list could include who gets tattoos, common tattoo images or anything they know about the topic from other cultures.

Earlier it was pointed out that students should always know their task before they listen. Reading questions in advance activates what they know—especially if they try to answer them. Students need pre-listening tasks. By the time the listening begins, it's too late. They are either ready to catch the information and to succeed or they aren't.

Listening is an important skill. Do students need practice? Of course. But they need more than that. They need to be aware of their purpose, to integrate their listening directions and to activate the English that they already have. If learners gain these skills, they've learned more than the answers to a particular exercise. They've learned *how* to listen.

Marc Helgesen is Professor at Miyagi Gakuin Women's College, Sendai, Japan, and has co-authored many textbooks including the Active Listening *series (Cambridge University Press) and the* English Firsthand, Impact and Workplace English *series (Longman).*

Christine Meloni's

NETWORTHY

Language Translation on the Web: Fast and Free, But Not Foolproof

The popular Web search engine Alta Vista has recently launched a translation service. The URL is http://babelfish.altavista.digital.com/cgi-bin/translate. Simply type in the address of a Web site you would like to translate, and you'll have a complete and free translation in a matter of seconds. The translation will not be completely accurate, but it will give you a general idea of the content of the site. You may also have translated any text you type in. Currently, one can request translations from French, German, Italian, Spanish and Portuguese into English and vice versa. If used carefully, this translation service can be of value to teachers both for research and pedagogy.

Just for fun, I asked for a translation of my own home page into French. The translation soon appeared but left something to be desired. Some words were simply not translated and, for some reason, Washington, D.C. became Washington, C.C. I certainly wouldn't post an Alta Vista translation of my site without checking with a reliable native or near-native speaker of the language first.

To have an idea of the accuracy and readability of the translations, I entered the following text:

"As I was strolling through the Tuscan countryside, I saw row after row of olive trees and acres and acres of vineyards. My heart leapt with joy at the beauty of the setting."

Hola
Bonjour
Guten
Hello
Ciao

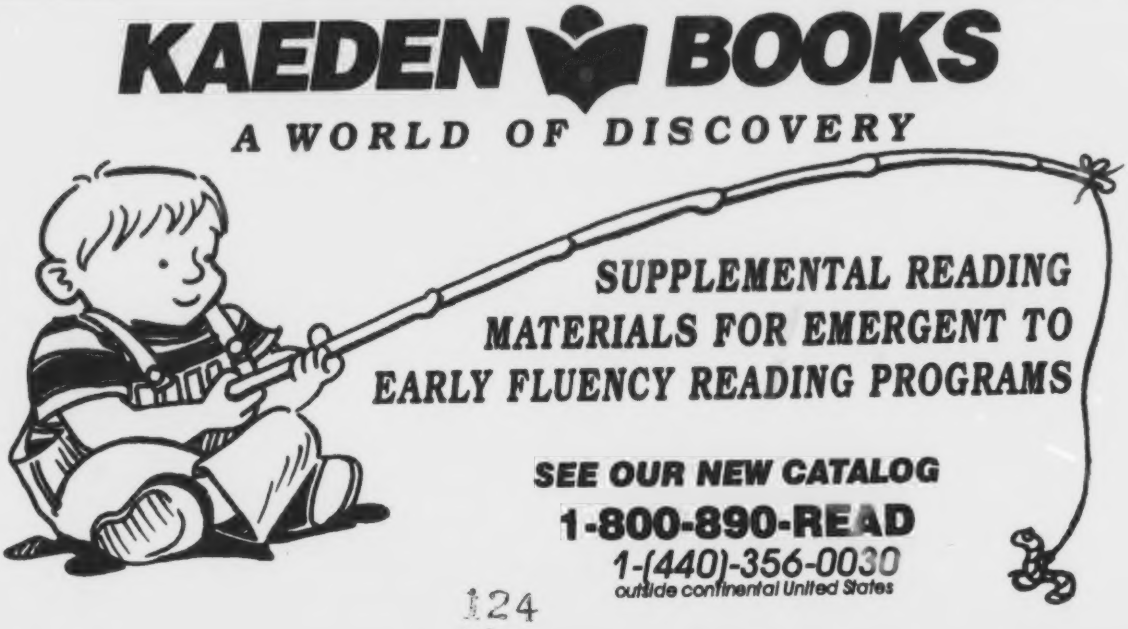
I requested an Italian and a French translation. When shown to an Italian-French bilingual, the comment was, "The English version is poetic while the French and Italian translations are mechanical, choppy and not particularly accurate." The most obvious error in both translations was the word "setting" which became the equivalent of "configuration" in French and "regulation" in Italian.

Despite the limitations, teachers will find this service useful in research for translating Web sites on research topics. The imperfect translation will certainly be more useful to you than no translation at all. It's also less expensive than a paying a translator.

For instruction, teachers might generate English translations of texts (these could be original passages written by students) and then ask students to discuss the accuracy of the grammar and vocabulary of the translations.

A French professor at my university told me that she knows some of her students are using Alta Vista for their homework assignments because their errors are clearly not typical student errors. Unfortunately, ESL/EFL students, too, could hand in compositions translated into English from their native languages (if one of the five offered by the Alta Vista service), but these shouldn't be too difficult to recognize.

Alta Vista is furnishing an exciting service which can have significant value if used properly. One must realize, however, that the translations will not be completely accurate and that there is the potential for "cybercheating."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Haitian Students in the United States

BY ROGER E. SAVAIN

The master of ceremonies at a recent recognition banquet in Broward County, Florida was a poised young woman in her early twenties. She was, in a characteristically modern way, articulate, spirited, bright, and she was Haitian American.

Bernadine Destin is a member of the Haitian Youth for Cultural and Educational Awareness (HYCEA), a support group operating at Ely High School in Broward County. With over 400 members, this group helps students of Haitian descent adjust to life in the United States, learn English and perform successfully through their high school years. At the same time, the organization and its members cherish and celebrate the language and traditional values of their home country.

More than 100 Haitian Americans graduated this year from Ely. Over half are college bound. Those present at the banquet were notable for their intelligence and motivation. They carried on stimulating conversations in standard, grammatically correct English and in Haitian Kreyol.

Ms. Destin and HYCEA members are not exceptions among Haitian American students in South Florida and throughout the U.S. An impressive number of Haitian high school graduates from Florida, New York, Boston and Montreal go on to college. Many are admitted to the country's most renowned institutions. This is more significant given the fact that most of these students' parents, some 20 years ago, lived in Haiti's isolated rural villages and in urban shanties where schooling was often rare or inadequate.

In Search of a More Fulfilling Life

Haiti's people are divided into two distinct societies. One is rural and makes up close to 80% of the population. Rural folk are culturally and ethnically near to the Africans who, brought to the New World in chains, revolted and established an independent nation in 1804. The remaining 20% congregate in urban areas like the capital city, Port-au-Prince, where close to 2 million people exist on the margin of survival. A small, influential bourgeoisie is comprised of a black middle class, beneficiaries of the government bureaucracy, a few economically dominant Euro-Africans called *mulatres*, and *Syriens*, descendants of Levantine immigrants. These few, whose standard of living mirrors that of American middle and upper-middle class households, shuttle between Port-au-Prince and south Florida, and now routinely speak English along with fluent Kreyol and, occasionally, French.

Students of Haitian descent in American public schools come mainly from the Haiti's economically depressed population. The 1990 U.S. census identified them among the poorest immigrants at the time of entry. However, the same survey finds the vast majority gainfully employed and thriving in time. For over 57.9% of the Haitian population reporting entry between 1980 and 1990, economic indices, while low, show promising signs that may be evident in the next census.

These 1998 Haitian high school graduates are optimistic about their future.

In his recent book, *Pride and Prejudice, Haitians in the United States*, Alex Stepick observes that "Haitians have a long history of migration and temporary sojourns to other countries." Since early in the 20th century, Haitian peasants have contracted to cut sugar cane in the Dominican Republic. This practice continues today, and Haitian labor is an essential element of the Dominican sugar industry. Haitians also worked and settled in significant numbers until 1960 in the cane growing Oriente province of Cuba. The dynamics of seasonal and permanent cane cutting migrations are vividly depicted in two renowned Haitian novels: Jacques Roumain's *Gouverneur de la Rosée* and Jacques Stephen Alexis' *Compère General Soleil*.

According to Stepick, some 500 Haitians permanently migrated to the United States each year between the second World War and the mid 1950's, "while another 3,000 came temporarily as tourists, students, or on business." The coming to power of Papa Doc Duvalier in 1957 caused a moderate exodus composed of bourgeois merchants and professionals. According to Stepick, by the late 1960's "nearly 7,000 Haitians each year became permanent immigrants to the U.S. and another approximately 20,000 came with temporary visas each year." Nearly all remained, especially in New York, whose Haitian American population is estimated at over half a million, and in smaller numbers in Boston, Chicago and Washington, D.C.

The Haitian population in the United States continued to mushroom through the 1970s. Over a two-year period, from 1980 to 1981, South Florida saw a mass migration of Haitians, the famed "boat people" who landed on the heels of the Mariel Cuban exodus. However, while the U.S. government greeted the Cubans as political refugees, Haitians were deemed economic refugees similar to Mexicans clandestinely crossing the Texas and California borders.

A new community emerged just north of downtown Miami that became known as Little Haiti. Most who come through leave to purchase homes and take residence in more upscale neighborhoods. Little Haiti's appearance reflects its ongoing function as point of entry for a less evident but steady stream of new commerce.

As a whole, the Haitian American community of south Florida today is a complex one, stretching from Homestead to Orlando. Estimated at 250,000, its population is composed primarily of medium and high wage workers along with a growing number of prosperous entrepreneurs and professionals. Many of these have resettled from larger and better established Haitian American communities in New York and Boston.

Most new immigrants from Haiti moving to the U.S. in 1981 underwent a revolution in living standards. Emerging from peasant society and its urban version, Haitian immigrants quickly learned to cope in a society centuries removed from their own both technologically and socially. Within weeks of their arrival, they succeeded in securing work, any work at any pay. In no time, they parlayed these jobs into stable, adequately compensated positions that led, in many instances, to supervisory and even managerial posts.

Haitians who quickly joined the ranks of hard and dependable workers, also placed the highest priority on education. The importance of education as an economic engine is well established dogma throughout Haitian society. Taking advantage of free schooling in the U.S. becomes the new immigrant's most immediate reward. This gift is claimed not only for children but for adults who rush to learn English, often learning as well to read and write for the first time. Understanding the connection between work advancement and education, they are an avid clientele of vocational and adult education centers.

Coping with U.S. Education

Children of Haitian heritage generally live in two worlds–one dominated by their school, the other by their home and social environment. At school, they are presented with models of behavior informed by the wider American culture where self-reliance, creativity and independence are prized. In Haitian homes children must be obedient and defer to the authority of parental figures. These include not only father and mother but other adult members of extended families. The label of *fanmi* extends as well to the "friends and allies" that make up nearly all of the social interactions these children enjoy.

Other than through television and radio, contact with the broader Haitian community remains limited. From any point in South Florida, round-the-clock Kreyol language broadcasts keep an appreciation for Haitian music and language alive. Weekly television broadcasts bring news of Haiti along with the latest music videos. Moreover, recent grants of amnesty to undocumented immigrants allowed thousands of Haitians to regularize their status in the 1990's, making travel back and forth to Haiti a widespread practice today.

Still, the quest for education and economic prosperity is clearly rooted in the belief that succeeding on American terms matters most. However, like children in other immigrant communities, Haitian Americans navigate the contrasting values of a permissive atmosphere at school and in the community at large, and home discipline that is authoritarian and purports to serve as sole arbiter of a complex reality.

American racial and class distinctions add to identity and personality conflicts. The notion of "minority" in the U.S. clashes with the established Haitian self-image shaped by the history of a racial and cultural majority. American categorizations that factor in elements of white, black, rich or poor can also trigger feelings of non-acceptance and rejection.

The fear of standing out that all children experience is compounded by the confusion of racial classification undifferentiated by cultural distinctions. Is "Haitian American" a racial or cultural category? Does "Black" or "African American" pertain to native Americans of African ancestry, and so on? Native African American classmates are also perplexed and can be both accepting and alienating. In the same breath they resent Haitian Americans standing apart and then accuse them of trying too hard to "look like us."

Haitian children are often intimidated and confused when asked to express their feelings, show openness, deal with intimacy or take responsibility. They avoid eye contact not in disrespect but in deference as the Haitian culture disapproves of children confronting adults with their stare. At home, adults dominate the decision-making process. This causes difficulty in class when pupils are called upon to think creatively, act independently and take risks.

Corporal punishment is ubiquitous in Haitian households. The proverb "Spare the rod, spoil the child" is emblematic of traditional Haitian child

Mother Knows Best

Some seventeen years ago, Estomene, a young Haitian woman, arrived in Queens, New York with her husband, Joseph Dorcely, a carpenter. Their three daughters and one son joined them a year later.

The family came from Laboule, an area south of Port-au-Prince where well appointed villas tower over modest dwellings and peasant huts. Estomene grew up there with her parents, people of modest means. She went to elementary school in Laboule and secondary school in Port-au-Prince but dropped out in the tenth grade.

Like many immigrant women, Estomene came to New York with a limited knowledge of English and faced the challenge of adjusting to a new life and caring for her four children. Still, she found the time and energy to attend ESL classes at night in Brooklyn. She also became active in the Haitian community, volunteering in a program helping Haitian refugees.

Estomene Dorcely

Within a year of her arrival, Estomene was encouraged by a Haitian American history professor to complete her graduate equivalency degree (GED). After two attempts, she got her GED; "not in French," she explains proudly, "but in English." This launched a new academic career for her. Working as a teacher's aide and interpreter, Estomene attended Medgar Evers College and earned 54 credits between 1986 and 1988. She then moved with her husband and children to Miami. She immediately resumed her studies at Miami-Dade Community College where she received an associate's degree in 1992.

In Miami, Estomene worked as a teacher's assistant at Thomas Jefferson High School. Her dedication, enthusiasm and leadership brought praise from staff and students.

Her experience at Thomas Jefferson inspired her to become a guidance counselor. She enrolled at Miami's Barry University Adult Continuing Education Program and received a bachelor's degree in social work in 1994. With a scholarship, she enrolled in graduate school and in May of this year received a master's degree in elementary education from Barry.

Reflecting on her academic experience in the U.S., Estomene said: "I came to this country seventeen years ago as a tenth grade drop out. I have been in school here sixteen years. This fall, I am returning to Barry for my specialization. Two years from now, I will be a certified guidance counselor."

Estomene Dorcely's perseverance and dedication set an example for her children. Her oldest daughter, Cassandre, 25, received a bachelor's degree in health administration in 1997 from Florida International University. Stephanie, 24, is a graduate of Johnson and Wales Institute in business administration. Valory, 20, currently attends Florida International University's School of Education on a full scholarship. She is also part of the "Summer Link Haitian Culture" that prepares students for magnet schools. Her brother, Cleef, 22, is working and attending Miami-Dade Community College. And Estomene's two grandchildren have already been inspired by their grandma's achievements.

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rearing. In many second generation Haitian American families, especially among professionals, more moderate, supportive and democratic practices are taking root. New arrivals, however, upon learning of legal prohibitions against chronic or severe corporal punishment, feel powerless and confused. Lacking a normative rudder, some parents abdicate their disciplinary responsibilities thereby giving rise to a small but important segment of Haitian American students who behave and perform poorly in school.

Academically, among difficult cases are new arrivals who are well into their adolescence and yet have received little or no formal schooling. These students require extensive remediation in order to complete a high school program. Related problems can be an isolated family unit that lacks the support of a network of kin such as single working mothers, and the lure of criminal behavior. The latter, which has never been a serious problem in Haitian communities, is now discouraged not only by strong community and criminal sanctions but also by the threat of automatic expulsion from the U.S.

The goal of educators and families is the nurture and development of well educated and well adapted young adults. Haitian children immigrating from Haiti and Haitian American children born and raised in the U.S., draw from a mixed bag of strengths and weaknesses that affect schooling. Strong family ties develop self-esteem and the confidence of belonging to a well defined cultural entity. Add to this the strength of the unwavering conviction that the highest achievement is success in America and the understanding that this requires a good education.

Some weaknesses for Haitian students are holdovers from life in Haiti. At a few expensive private schools in Port-au-Prince, parents participate in governance issues and consult with teachers on the progress of their children. For the most part, however, PTAs or any comparable organizations are non-existent in Haiti. Even literate Haitian parents tend to entrust the fate of their children to an all-knowing school administration. As in the French model, but lacking its professionalism, expertise and resources, a centralized governmental entity monopolizes oversight and curricular development. The reality, sadly, is that most school children in Haiti attend private schools for lack of sufficient public ones, and all are largely unregulated by the ministry of education or by the parents.

The Bilingual Challenge

Bilingualism, a dominant feature of the rich Haitian American cultural life, can also be a shortcoming. In tight-knit Haitian American communities, English is the language of work and commerce. Kreyol, on the other hand, is the language of intimacy, friendship and familial interaction. Even if born in the U.S., a child raised in a Kreyol-speaking household is unlikely to have any extensive contact with the English language, except via radio or television.

While this may impart a basic knowledge of the language, children of working class families usually begin their formal education without having been read to in English or Kreyol or having had access to books in any language. Kreyol, only recently written (see *Haitian Kreyol in Ten Steps*, Schenkman Books, by this writer), is a vibrant but primarily oral mode of communication.

An effective early childhood education plan must accommodate the reality of two distinct but not incompatible cultural strategies. Haitian American home life dominated by Kreyol should be incorporated in early efforts to teach children to read. This avoids any rift between the essential mastery of reading and writing skills in English and loyalties to an affective core. While books for children in Kreyol are few and not often of the best quality, they can be found and new ones are published every year.

In 1992 Intechnica International introduced a CD-ROM in Haitian Kreyol/English that teaches English reading, writing, listening and speaking to Haitian students. In 1995 Harcourt Brace ESL/EFL published the *Haitian Kreyol/English Picture Dictionary*. Prentice Hall Regents published *Word by Word English/Haitian Kreyol* in 1996 and *Basic Word by Word*, an abridged version of its picture dictionary in 1997.

These works and others with the same educational intent conform to the official written form of Haitian Kreyol as established by the Haitian Ministry of National Education in early 1980.

Haitian Kreyol is one of the Creoles that flourished on former colonial islands in the Caribbean, the West Coast of Africa and the Indian Ocean. Its spelling is phonetic, its vocabulary draws from 16th through 18th century lexical French and its syntax is based on principles of West African languages.

A Haitian Kreyol speaker will often have some difficulty with the pronunciation of the letter *r*, and the use of "to be." In Haitian Kreyol there is no *r* at the end of any syllable and *r* is replaced by *w* before *o*, *ò*, *on*, *ou*. The student will say "famè" instead of farmer, "dola" instead of dollar, "wonn" instead of round.

Moreover, Haitian has no "to be." Instead of "It *is* four o'clock," the student might say "It four o'clock." Because the letter *s* is not sibilant in Haitian Kreyol, the Haitian student might say "espò" or "estòp" instead of sport or stop. And when referring to others, the student will often confuse he and she because in Haitian Kreyol the equivalent of he and she is only *li*.

Written Haitian Kreyol is based on four principles: 1) one sign for each sound; 2) the same sign for the same sound; 3) there is no silent letter; 4) each letter has its own function. If a student has previously learned to read and write in his language, he may find English spelling confusing. The same sound produced with different spellings or one letter producing different sounds can be daunting. Until he learns to recognize and pronounce various letter combinations, he may read the words incorrectly.

There are ten vowels in Haitian Kreyol which are the phonemes in syllables. Their sounds never change regardless of their position in a word. They are: *a* (cat), *an* (no equivalent), *e* (say), *è* (get), *en* (lens), *i* (sea), *o* (low), *ò* (ought), *on* (no equivalent), *ou* (two).

In the Haitian Kreyol alphabet, there are ten vowels, three semivowels and seventeen consonants. There is no *c* but *ch* = sh, no *u* but *ui*, no consonants *q* and *x*. The letter *g* always has a hard sound. The letter *j* is pronounced like the end of "beige." The nouns, the adjectives and the verbs do not inflect for gender, number, person, or tense. Knowing these particularities of Haitian Kreyol can enable a teacher to help a Haitian student overcome difficulties in learning English.

Showing respect for the language of adults may be an important way to involve parents in the schooling of their children. The principal benefit that better educated and motivated families extend to their children is a seamless learning environment. Under ideal conditions, home is a place where informal and formal education are joined. Facilitating the partnership of Haitian American parents in the intellectual growth of their children requires acknowledgment of their cultural contribution.

In the context of cooperation, teachers and parents can recognize and anticipate linguistic difficulties. More substantive issues might also be addressed—social skills and attitudes that are best suited to a competitive and highly technological global environment. Kreyol and English, or Korean and English, or Spanish and English, are powerful foundations for preparing young Americans to meet the challenges of the 21st century.

Roger E. Savain is a bilingual education consultant with the Multicultural Education Department of Broward County Public Schools. He is the author of Haitian Kreyol in Ten Steps *and the translator of numerous educational texts, handbooks and picture dictionaries. He lectures on Haitian language and culture.*

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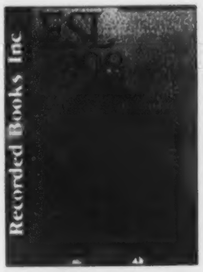

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My Friend and Colleague, Carolyn Graham

It was more than 22 years ago that I first saw Carolyn Graham at a TESOL conference in the ballroom of the New York Hilton in 1976. She was presenting something called "Jazz Chants." There were about 500 ESL teachers in the room and the atmosphere was electric. Everyone was buzzing about this amazing woman who had come up with a new approach to teaching truly conversational English through jazz rhythms.

I was sitting at the back of the room, watching the crowd and watching all of the other publishers watching her and watching each other. I had just started in the publishing business, working for Oxford University Press. I had been hired to develop their American English publishing program in New York because I had been a teacher and teacher trainer and knew the field. They certainly didn't hire me because of my knowledge of publishing, which was almost zero at that time!

I couldn't believe what I was hearing. I said to myself, "This is fantastic! It can really work in the classroom." At the end of the presentation, I asked my publishing friends naively, "Isn't that terrific?" And they said, "Sure, but they won't let you publish it—it's too radical. You're supposed to publish series. That's where the big money is."

Fortunately, I was idealistic enough to believe that if something is good and it works, it should be published. I marched right up to Carolyn, mustered up all my courage, and said, "I think this is wonderful. I want to publish it." Fortunately, Oxford University Press felt the same way about quality materials and still does. They supported the project. Carolyn was delighted. *Jazz Chants* became her first book, and it was my first book as an editor.

Through the years, Carolyn Graham has developed her Jazz Chants for both children and adults and has been invited all over the world to present them. She and I have collaborated on many different books both at Oxford University Press and elsewhere. I have been at countless presentations she has given in various parts of the world—each one even more dynamic. It was only recently that I was again sitting in her presentation and I said to myself, "This is fantastic. It really works!"

So it is with great pleasure that I share with our readers the cover story "Carolyn Graham, a Conversation with the Creator of Jazz Chants."

Marilyn Rosenthal

Marilyn Rosenthal, Ph.D.
Editorial Director

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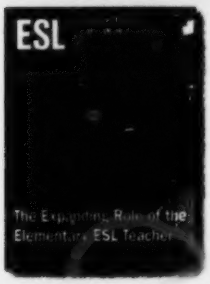

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The Expanding Role of the Elementary ESL Teacher

▶ Jodi Crandall's excellent article on the expanding role of elementary ESL teachers highlighted the importance that Goal 2 of the TESOL *ESL Standards for Pre-K–12 Students* plays in ESL teaching today. Goal 2, Standard 2 focuses on the need for ESL students to learn academic language to acquire content area knowledge. As Dr. Crandall pointed out, elementary ESL teachers must wear many different hats. Perhaps the most critical role ESL teachers play in helping ESL students achieve success in school is to teach them the academic language skills necessary to reach Goal 2. By incorporating the *ESL Standards* into their instruction, they will do just that.

—EMILY GOMEZ
Center for Applied Linguistics
ESL Standards & Assessment Project

▶ In the past, the term "content-based instruction" was viewed by elementary educators as more of a middle and secondary school ESL issue. However, in reality, elementary ESL teachers have also been doing it for years, with thematic units. As Dr. Crandall points out, these offer a natural integration of language and content and are consistent with mainstream elementary curricula. Thematic units also help prepare students with the academic learning strategies needed for the standardized exams in the content areas (e.g., social studies, science, math) that are increasingly required of all elementary students.

My own research has shown that the same thematic material can work in both ESL and K-6 grade-level classrooms, but additional practice, adaptations, and expansions are needed for the ESL students, combined with the essential ingredients of extra time and trained ESL professionals. A good resource for teachers is *The Global Classroom*, Vol. I and II (Addison-Wesley, 1994), a thematic multicultural model for the K-6 and ESL classroom, written by Michelle De Cou-Landberg, an ESL teacher from Fairfax County Public Schools, VA.

—DR. BETTY ANSIN SMALLWOOD
Center for Applied Linguistics
Chair, TESOL Elementary Interest Sec.

▶ Thank you! I enjoyed the article about the role of elementary ESL teachers very much. It is so true that we do much more that teach language. We are routing this article to the grade-level teachers in our building to help explain what we do each day.

—JANICE MICKLE
Lincoln, Nebraska

Learning to Listen

▶ Marc Helgeson reminds us of the need to use a wide range of basic listening tasks to promote active listening. His suggestions could serve as the scaffolding for listening classes where the teachers' job is to help students take the reins of their own learning.

—RANDALL S. DAVIS
Randall's ESL Cyber Listening Lab
Japan, www.esl-lab.com

Going Corporate

▶ Kudos to Faith Hayflich for her article on corporate ESL teaching. I have often wondered about the market for this in the U.S. I taught English for seven years at corporations in Japan. Among the corporations I taught for in Japan: Mitsubishi Automotive, Mitsubishi Petrochemical, Nippon Denso (automotive supplier to Toyota), Mitsukan (vinegar company), BASF Japan, Toshiba, Toyota, AW Aishin (Toyota transmission supplier), and for Ford Motor Co. in a Mazda joint-venture.

It is great to hear that U.S. corporations employ a lot of nonnative English speakers and that there is an increasing need for TESL in this area. Thanks for bringing this to light!

—PHILIP N. CARSON
Colorado Springs,CO

Haitian Students in the U.S.

▶ Excellent article on Haitian students in the U.S.; we are subscribing!

—VILMA T. DIAZ
ESOL Director, FL Dept. of Education

▶ I was pleasantly surprised to read Mr. Savain's article. Haiti suffers not only from "bad press," but also from coverage in the popular and professional media that is as superficial as it is fleeting. Consequently, misinformation about Haitians and Haitian Americans circulates widely, and we Americans erroneously believe that the "Haitian problem" is unique. Mr. Savain demolishes such nonsense by identifying a set of connections among culture, language and society that challenge educational policy and practice in the U.S. today.

Anthropologists will take issue with some of Mr. Savain's generalizations about Haitian culture and society. Likewise, linguists will find fault with certain aspects of his description of Haitian Creole, especially his comparisons of Haitian Creole sounds with those of U.S. American English. However, minor inaccuracies don't detract from Mr. Savain's constructive message. His observations about language as a symbol of national, racial, and class identity and his call for an approach to education that bridges differences between life "at home" and "in school," are instructive in themselves. They should also prompt further investigation by *ESL Magazine* readers who seek effective and equitable means to address the problems of education in a world whose complexity—that is, diversity and unity—can no longer be ignored.

—DREXEL G. WOODSON, PH.D.
Bureau of Applied Research in
Anthropology, University of Arizona

▶ Overall, a great article on Haitian students in the U.S. Mr. Savain handles well the history and immigration of Haitians. However, concerning pronunciation issues, Mr. Savain is a little too general. There is also a fair amount of teaching material for Creole speakers on the market today.

—JAN MAPOU
Sosyet Koukouy Director

Correction: The URL for the Crossword Puzzles for ESL Students is: http://www.aitech.ac.jp/~iteslj/cw/

New Universities, New Opportunities

The Persian Gulf region has always provided numerous professional opportunities for those in the EFL field. Those opportunities have increased since the United Arab Emirates (U.A.E.) has granted approval for non-government-based tertiary institutions to begin offering programs.

Since the late 1980's, the government founded U.A.E. University in Al Ain and the Higher Colleges of Technology (HCT) in Abu Dhabi, Dubai, and Ras Al Khaimah. These have met the country's needs by educating Emirati nationals. While the University offers bachelor's degrees in seven faculties with several post-graduate programs, HCT offers certificate, diploma and bachelor's courses in engineering, business, and health sciences. Both have intensive English and English for Specific Purposes (ESP) programs which together hire hundreds of instructors each year.

Ras Al Khaimah
Dubai
Abu Dhabi
U. A. E.

However, with the growing Emirati and expatriate population, more tertiary institutions were needed. In the fall of 1997, American University Sharjah (AUS), University of Sharjah and Higher Colleges of Technology opened their doors on one large campus in Sharjah, and the American University of Dubai began classes. While HCT serves an Emirati population, the others serve an Emirati and expatriate Arab population with an increasing number of Asian students. Student populations range from 1,100 to 1,750 with one-third of those participating in intensive English, English for Academic Purposes and ESP programs. The number of EFL instructors hired in each institution ranges from 10 to 25.

This fall the government has opened Sheikh Zayed University in Dubai and Abu Dhabi. Currently, these are women's campuses with approximately 1,200 students and 65 instructors. The University offers majors similar to those of the other tertiary institutions.

With the rapid development of the U.A.E., the demand for English language skills has also grown. These schools and a host of smaller institutions provide unique professional, cultural and financial opportunities for EFL teachers.

by U.A.E. Correspondent, Karen Asenavage

TESOL Names New Executive Director

Charles S. Amorosino, Jr.

Teachers of English to Speakers of Other Languages, Inc. (TESOL) announced the selection of its new executive director, Charles S. Amorosino, Jr., concluding TESOL's seven-month search. Amorosino, an association executive for more than 16 years, assumed his post on September 15. He fills the position vacated by Susan C. Bayley in November 1997 following her seven years as executive director.

"I am most fortunate to have this opportunity to help TESOL advance its efforts as the world's foremost provider of English as a second language and English as a foreign language services," Amorosino said. "I am excited to be part of this prominent association as it expands its influence in promoting high standards for teaching in the classroom and advocating for learners in their communities."

With the exponential growth in the need for English language learning worldwide, TESOL President Kathleen M. Bailey said that Amorosino's dynamic leadership qualities and experience make him an excellent choice to help the organization achieve its objectives. "Chuck is a perfect match for TESOL," Bailey said. "At a time when the number of limited English proficient children and adults throughout the United States is increasing and the global demand for learning English is exploding, Chuck's experience and vision will help us achieve our organizational goal of connecting our global community through English language learning."

Update on California's Proposition 227

Two major lawsuits to block the implementation of California's Proposition 227 (passed in June by voters, 61% to 39%, ending bilingual education in the state) were filed this summer. Both were defeated. On July 31, both a U.S. District Judge in Los Angeles, and a U.S. Circuit Court of Appeals in San Francisco, rejected arguments to block 227.

School districts throughout the state have been hurriedly changing their programs to comply with the new law. However, some districts—38 according to a recent count—have filed with the State Board of Education to be exempt from 227. The State Board has granted exemptions but only to special "charter" schools—a handful of specialized, state-approved schools offering unique curricula such as dual-immersion language teaching. For regular school districts, the State Board has refused to offer exemptions. This prompted an Alameda County Superior Court judge, on August 27, to order the State Board to consider requests from regular districts. On September 11 the State Board appealed this rather than complying (citing, among many factors, its effort to follow the law and voter sentiment). The appeal is pending. The results of the appeal are expected in the coming months.

PROPOSITION
227

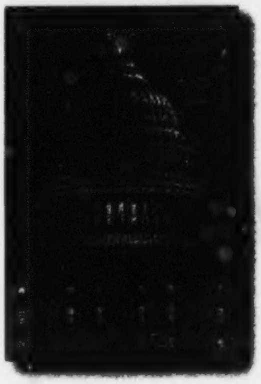
—John Hickok, TESOL Librarian
California State University, Fullerton

House Seeks to Reform Bilingual Education

On September 10 the House of Representatives passed the English Language Fluency Act (H.R. 3892). This bill would amend the 1965 Elementary and Secondary Education Act for the stated purposes of 1) ensuring that children and youth who are English language learners master English and develop high levels of academic attainment in English; and 2) assisting local educational agencies that experience large increases in immigrant student populations. The bill mandates parental choice in how children are taught English and gives states flexible federal funding for meeting the English instructional needs of K-12 students.

The act would combine two existing federal programs—The Bilingual Education Act and the Immigration Education Act—and convert them into a state block grant. States would then award grants to local educational agencies. Funds may be used to develop and implement new English language instructional programs. Other uses may be training for classroom teachers and other school personnel to improve instruction and assessment or to obtain educational technology or instructional materials.

At least 90 percent of funding must be used for English language instruction. Not more than 10 percent may be used for professional development including meeting teacher certification requirements. This bill requires that funded programs be designed to assist student in attaining English skills within two years. Funds may not be used for the instruction of a student in a program for more than three years.



The bill would also rename the Department of Education's Office of Bilingual Education and Minority Languages Affairs as the Office of English Language Acquisition.

According to the U.S. Department of Education, there are approximately 3.1 million limited-English-proficient students in the United States.

House Bill Would Increase Number of Visas for Skilled Temporary Foreign Workers

On September 24 the House of Representatives passed the Workforce Improvement and Protection Act (H.R. 3736), a bill that bears the popular titles of H-1B Visa Bill and Nonimmigrant Specialty Workers Bill. The bill would amend the Immigration and Nationality Act to increase the annual number of visas for skilled temporary foreign workers from the current cap of 65,000 a year to 115,000 for the next two years, to 107,500 in 2001, after which time the quota would return to 65,000.

The act seeks to meet the increased workforce demands of the information technology industry. The bill also seeks to protect U.S. workers by requiring prospective employers to demonstrate that they have not fired American workers in order to hire foreign workers and have first attempted to recruit qualified Americans for positions.

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Computer-Based TOEFL Launched

On July 24 the first TOEFL computer-based test (CBT) was administered in Auckland, New Zealand to a candidate who began his test at 8:34 a.m. local time and finished in two and a half hours. The pioneer examinee chose to type the required essay into the computer rather than handwrite it. More than 2,600 tests were administered on the first day of TOEFL computer-based testing worldwide. About 1,900 took it in the United States and Canada and 700 internationally.

Since registration opened on June 10, more than 49,000 people have registered for the CBT, which is currently available in the Americas, Europe, the Middle East, Africa, Australia and selected Asian regions, and will be offered throughout all of Asia in the year 2000.

Within the next year, an estimated 400,000 people worldwide will take the CBT. The test is administered at Sylvan Technology Centers, universities, as well as USIS advising centers, Fulbright and bi-national centers.

The TOEFL Program is distributing 300,000 free TOEFL CD-ROM Samplers with sample CBT questions and explanations of the computer skills needed to take the test.

The TOEFL test is the latest college admissions test to move from paper to computer. The Graduate Record Examination (GRE) General Test has been moving to computer since 1993 and the Graduate Management Admission Test (GMAT) completely switched formats in October 1997. Both are ETS tests.

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Conference Calendar

September

- 16-20 **Institute for Intercultural Communication**, 5th European summer seminar, Budapest, Hungary. Contact: bvhouten@euronet.nl.
- 18-20 **Slovak Association of Teachers of English (SLATE) and the University of Zilina**, Zilina, Slovak Republic. Contact Anna Hlavanova, hlavnova@fria.utc.sk.
- 18-20 **International Association of Teachers of English as a Foreign Language (IATEFL).** Symposium/British Council/IATEFL, Hevelius Hotel, Gdansk, Poland. Contact IATEFL, 100070.1327@Compuserve.com, www.iatefl.org/.

October

- 1-3 **Southeast Regional TESOL Annual Conference**, Louisville, Kentucky. Contact Tricia Davis, 606-622-4382. Exp. att.: 500.
- 2-4 **New York TESOL 28th Annual Conference,** Buffalo/Niagra. Contact Tim or Miriam Ebsworth, 973-762-1530. Expected attendance: 500.
- 8-10 **TESOL Chile 7th Annual Conference,** Santiago, Chile. Contact Samuel Fernandez-Saavedra, 562-239-2522. Expected attendance: 500.
- 9-10 **Mid-America TESOL,** St. Louis, MO. Contact Phylis Mithen, 314-977-3210. Expected attendance: 300.
- 15-17 **Texas Foreign Language Association (TFLA)**, El Camino Real, TX. Contact TFLA, 713-468-4959.
- 15-17 **Rocky Mountain TESOL**, Tuscon, AZ. Contact Cheri Boyer, 520-621-5709. Expected attendance: 600.
- 15-18 **Second Language Research Forum '98**, U. of Hawai'i, Honolulu. Contact SLRF '98, 808-956-5984, slrf98@hawaii.edu, http://www.lll.hawaii.edu/slrf98/.
- 15-18 **TexTESOL IV**, Houston, TX. Contact Rose Mary Schouten, 713-718-7750. Expected attendance: 300.
- 15-18 **Mexico TESOL (MexTESOL)**, Guadalajara, Mexico. Contact Carlos Oceguera, mextesol@mail.internet.com.mx. Expected attendance: 2000.
- 17 **Maryland TESOL (MD TESOL) Annual Conference**, Howard Community College, Columbia, Maryland. Contact Sara Rose at 410-532-3156. Expected attendance: 250.
- 17 **National Council of Teachers of English (NCTE)**, professional development services videoconference. Contact NCTE, 1111 W. Kenyon Rd., Urbana, Illinois 61801-1096. 217-328-3870.
- 17 **Michigan TESOL (MITESOL) Annual Conference,** Lansing, Michigan. Contact Jean Holther, 734-663-8137, A2Jean@aol.com. Expected attendance: 350.
- 17-18 **Korea TESOL Annual Conference**, Kyung-hee University, Seoul, South Korea. Contact Kirsten Reitan, reitankb@sorak.kaist.ac.kr. Expected attendance: 900.
- 24 **Indiana TESOL**, Indianapolis, IN. Contact Trish Morita, 317-578-4577. Expected attendance: 450.
- 30-31 **Ohio TESOL**, Dublin, OH. Contact Diane Nelson, 937-767-6321. Expected attendance: 400.

November

- 7 **Washington Area (WATESOL) Annual Conference**, Bethesda, MD. Contact Goedele Gulikers, 301-982-1125. Expected attendance: 500.
- 6-7 **TexTESOL V State Conference**, Arlington, Texas. Contact Jean Conway, jconway@dcccd.edu. Expected attendance: 1,200.
- 14 **TESOL Scotland**, Stirling, Scotland. Contact John Landon, johnlandon@mhie.ac.uk. Expected attendance: 200.
- 19-21 **TESOL Ontario**, Toronto, Ontario. Contact Renate Tilson, 416-593-4243. Expected attendance: 800.
- 20-21 **Puerto Rico TESOL (PRTESOL)**, San Juan, Puerto Rico. Contact John Steele, jhsteele@caribe.net. Expected attendance: 1000.
- 20-21 **TESOL Italy**, Rome, Italy. Contact Lucilla Lopriore, lopriore@axrma.uniromal.it. Expected attendance: 900.
- 20-23 **24th Annual JALT (Japan Association for Language Teaching) International Conference**, Omiya Sonic City, Omiya, Saitama, Japan. Contact Janina Tubby, janina@gol.com. Expected attendance: 2,500.

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Carolyn Graham

A conversation with the creator of Jazz Chants®

BY MARILYN ROSENTHAL, PH.D.

Publisher's Note: Carolyn Graham is one of the most creative and prolific contributors to the field of ESL/EFL. During the early days of American ESL/EFL publishing, her first book, Jazz Chants®, *was published by Oxford University Press (1978). Oxford had just opened its American office, and its Editorial Director was Marilyn Rosenthal, who is currently Editorial Director of* ESL Magazine. *We are pleased to publish this conversation that took place recently between these two seasoned professionals who have been working together at various times and places for many years.*

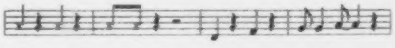
MR: The name Carolyn Graham has become a household word among ESL/EFL professionals around the world. However, as new teachers enter the field, they are intrigued with the concept of chanting and want to know exactly what it means. Since you, Carolyn, created the term "Jazz Chants®," the concept, and the methodology behind it, please explain what a Jazz Chant is.

CG: A Jazz Chant is really a way of connecting with the natural rhythms of spoken American English and linking them to the natural rhythms of American jazz.

MR: So, I guess you could say it's a fragment of authentic language presented with emphasis on its inherent natural rhythm. Carolyn, how did the concept of Jazz Chants first occur to you?

CG: It really happened about 25 years ago in New York City when I was teaching ESL at New York University and playing ragtime piano in various piano bars in New York. I would be teaching my students during the daytime and playing ragtime music at night. One day, just by accident, I realized that rhythm of the spoken language was exactly the same rhythm as the music I'd been playing. I heard it when somebody said, "Gee it's good to see you. You look wonderful." I heard that ragtime beat—1-2-3-4.

> *"One day, just by accident, I realized that rhythm of the spoken language was exactly the same rhythm as the music I'd been playing."*



MR: How were you able to launch it in your classroom?

CG: The first thing I did was to start to listen with this new awareness. I would listen in coffee shops and would hear things like, "How do you like your coffee?" I went to the airport and I heard things like, "Have a wonderful trip. Don't forget to call me when you get back." So, everything started to sound like a Jazz Chant!

MR: You were very lucky in your situation at NYU. I understand that you were able to make this happen in the classroom and try it out with students.

CG: It was my good fortune to be at NYU at that time because my boss was the brilliant professor Rudy Bernard, and he was very open to new ideas and not at all alarmed by the words "Jazz Chant," which, until that time, nobody had heard. I went to him and said, "I want a large room where students could come in, free, after class, and we're going to do something new." Professor Bernard said, "What are you going to do?" I said, "Jazz Chants." And he just gave me the room!

MR: And the rest is history, of course! Carolyn, you know I'm not musical, and one question which has always been asked of me throughout the years is, "How can a teacher who is not musical use Jazz Chants?" How can you help people like me?

CG: I know. I get this question all the time. A lot of teachers are afraid that you have to be a piano player or a singer to do this thing, and it's not at all true. Of course, it helps to have a sense of rhythm. It helps if you, in fact, have a musical background. But for teachers who don't happen to have that, it can still be very easily worked into your classroom. I think, initially, it helps to use the tapes and perhaps practice a little at home so that you feel comfortable with clapping and keeping that 1-2-3-4 beat going. But it's not at all difficult. I've seen it done with teachers all over the world with various degrees of natural musical ability.

MR: And the language of the chant almost forces you into the rhythm because the language is so conversational. The language then becomes the rhythm and the rhythm is in the language.

CG: Exactly. The nice thing is that we're not imposing this beat onto the language. We're just making the connection. The beat is there. It's the natural, spoken form. It's not like rapping, which is a distortion. It's a poetic distortion, but it's a distortion. The Jazz Chant is in no way a distortion of the language. Jazz Chants should reflect exactly the sound of a native speaker in natural conversation, including the stress, the rhythm and THE intonation.

MR: We've also seen in your presentations that the rhythm of the words themselves gives the child or adult confidence because if they listen to the rhythm, they can't make a mistake.

CG: I've discovered that the rhythm is this really powerful tool which we can use in the classroom. It's the rhythm that really seems to be the aid to memory.

MR: Carolyn, you talk about how the rhythm really emphasizes the natural beat of *American* English. But in your presentations around the world, you've done Jazz Chanting with British teachers. How does it work with *British* English?

CG: Of course, Jazz Chants were created for American English, and they work very very well with the American sound system. But to my great surprise, they seem to also be a very effective tool with British English. Many British teachers are using Jazz Chants and also a lot of my songs for the language classroom.

MR: Aren't you doing a project with Oxford University Press from England with Italian teachers using British English? How can you do this?

CG: Yes. I'm very pleased to have been invited to do all of the songs and chants for a new children's series being developed for Italy by Oxford University Press in England.

MR: And do you feel comfortable doing the British English?

CG: Well, I have to have some translation occasionally. I'm also in the Oxford collection of children's poetry. I have four poems in their new *Anthology of First Verse* (British English). I'm very pleased about that.

Carolyn Graham, August 1998.

MR: That's wonderful. You've been doing teacher training workshops in New York, Japan and in many different places throughout the world. Often the workshop is billed as "Carolyn Graham and the Creative Classroom." Tell us more about that.

CG: My idea of the "creative classroom" is to engage the teacher in the creative process and to use the arts in our language teaching. That is, to draw on poetry, on songs, on simple dance movement (I'm not talking about anything complicated—I'm not a dancer), just going to the arts for our nourishment, for the wonderful possibilities they offer for our students' language development.

MR: Some people have said that the reason for the great success of Jazz Chants is the fact that it appeals to the *right* side of the brain. This is the performance side of the brain, which relates to music and rhythm. For children who learn in this manner, as opposed to those who learn with the analytical, *left* side of the brain, this is another way to access the language. Do you emphasize this in the "creative classroom"?

CG: Definitely. I think the western classroom is very left brain-centered, certainly in Europe, but also in the United States. There tends to be more emphasis on left brain learning, whereas, in reality, there are many students (including myself as a student) who are more right-brained and who could perhaps be much more successful students if they were offered an opportunity to use things like music, dance and drawing, utilizing this other side of the brain.

MR: You've been able to use Jazz Chants in other fields beyond ESL/EFL with all kinds of children—native speakers, children in special education, etc. Tell us about some of these experiences and the power of Jazz Chanting.

CG: I was very intrigued to get a call from the New York School for the Deaf and find that they were using my books to work with deaf children. They invited me to come and see the results. They had the children signing the chants rhythmically. It was really exciting and impressive to see. I have also had a chance to see work being done with emotionally disturbed children in a variety of places.

MR: There's a very interesting story about the power of Jazz Chants and a child who had real trouble relating to others. What happened with that child?

CG: This was a situation where the child, about six years old, was selectively mute. That is, she had just decided not to speak and had some really terrible conflict with her mother. One day after the mother's visit, the therapist had taken the child on her lap and tried to help the child explain her real feelings. They had been using Jazz Chanting with these children, and the child said, "I can't tell you, but I can chant it to you." And then the child began to chant, "My mother doesn't like me, My mother doesn't like me."

What it told me was that the chant form gave her a kind of safe way to express pain, the way music does for some of us, the way a song allows you to say something which might be very, very painful if you spoke it directly.

MR: What an impressive story! Also beyond the field of ESL/EFL, you've done a number of performances for bookstores such as Barnes & Noble. What was that like?

CG: That was a marvelous experience. It was, of course, very different from a classroom setting because we had the mommies with the children and sometimes even infants in strollers. And the wonderful thing about Jazz Chanting is that it seems to connect so powerfully, even with a baby. I would see babies in carriages start to move to the beat! Even though they obviously couldn't produce language, they had the rhythm and they could relate to it. You could see that they got tremendous pleasure hearing that 1-2-3-4.

MR: You've also been doing some fascinating work taking folk tales from various countries and making them into marvelous story books with rhythm or songs or chants. What folk tales have you been working with?

CG: This began with my work with *Jazz Chant Fairy Tales* where I was taking the standard Brother Grimm fairy tales (*Goldilocks and the Three Bears*, etc.) and turning those very familiar stories into Jazz Chant performance pieces for children in classrooms. What I discovered then when I started to do a lot of work in other countries were the great possibilities of using folk tales or fairy tales as a source for teachers to create their own performance pieces, chants and songs, so that children are reinforcing their own culture as they're learning the new language.

My first experience with this was in Japan where we worked with a series of Japanese folk tales. My favorite one was *The Fisherman and the Turtle Princess*. I wrote a performance piece based on that story and then wrote songs and chants based on the folk tale.

MR: *The Fisherman and the Turtle Princess* later turned into a marvelous story book. It's a trade book with a chant book, a video and an audio cassette. You've brought the whole folk tale to life in lots of different media.

> ***"My idea of the 'creative classroom' is to engage the teacher in the creative process and to use the arts in our language teaching."***

CG: That was an exciting project because we were really bringing together the two different cultures. We had a sound track of American jazz. We had all the video animation done in Tokyo, and the art was done by a wonderful, talented, young American artist working out of Connecticut—John Himmelman. He also did the art for my book *The Story of Myrtle Marie*. He brought so much to the books with his beautiful art!

MR: He seems to really understand what you're trying to achieve with the language, and he has made the language even more alive with the art.

CG: Yes. He was wonderful to work with. *The Story of Myrtle Marie* was one of my favorite stories, and I had an opportunity to perform that at Barnes & Noble in various settings in New York and New Jersey.

MR: It's very unusual to have a trade book where the story is not only a lovely story, but also one which can be sung and where the song reinforces the actual rhythm and the language of the story.·

You were talking about having teachers use classroom settings for developing chants. Tell us about that.

CG: I love to create material coming from the classroom. For example, chants and songs based on students' names. This works particularly well in the primary classroom. I'll give you an example. You could take a student's name like "Andy." You could use any name, but I'll use a four-letter name as an example. You could begin with a chant like this:

A-n-d-y, AN-dy

A-n-d-y, AN-dy

And simply chant it to that 1-2-3-4 beat. Then you can take a very simple melody and move that into a song.

MR: Lately, you've done a number of children's concerts in Japan, Germany, the Czech Republic and Slovakia. What do you hope to accomplish with these concerts and why are they important to you?

CG: Well, it's just a wonderful opportunity for me to perform with the children in various countries. I was so lucky in Moscow to have the New Moscow Jazz Band backing me up so the children could chant and dance with me with a live band behind us. And in Tokyo, I had this wonderful Dixieland band and was able to be the piano player/singer with them as we performed for the children.

MR: Aren't there hundreds of children at these concerts?

CG: Yes. But it's really fun. At the last children's concert in Tokyo, we had children ranging in age from about three to ten, and then we had the mothers and teachers. We had a huge gymnasium space. When I say "concert," that's really a misleading term. It's not really a formal thing where the children are sitting silently, listening to me. Not at all. It's a performance *with* these children, who are all taking part. They're all moving, clapping, stamping, dancing. They are the seagulls; they are the lighthouse; they are the dolphins and we just play together. We sing, we dance. Even very young children, whose feet don't touch the floor, are clapping their hands and trying to tap the beat with their feet.

MR: You play together, but it's more than play. It's couched in play. It looks like play. It feels like play, but...

CG: Yes...it's a language learning activity.

MR: That's the thing. A lot of people may think,"Well, maybe Jazz Chants is just fun and games." It is, but it's much more than that.

CG: It is, but it's a reinforcement. I think of it as an excellent tool for reinforcing basic grammatical structures and also for presenting natural spoken language. It's a really good accompaniment to a functional syllabus.

MR: It's especially beneficial for children from cultures where they're not permitted to speak out or express their feelings. But Jazz Chants allows them to do that.

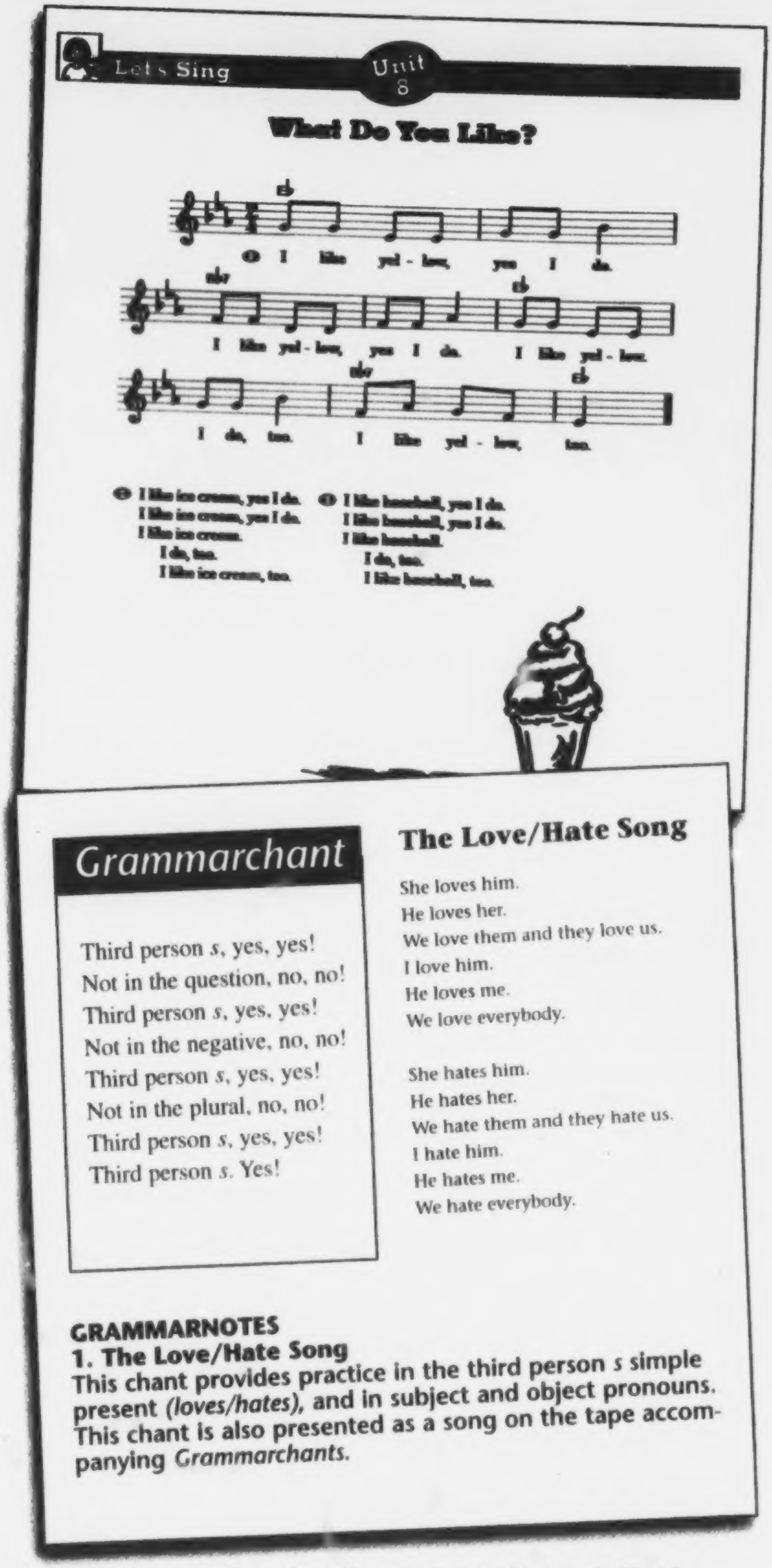
CG: Definitely. I think another one of the benefits of Jazz Chants is that you can work with a very large group. In Africa, recently, I was in high schools where they have over 100 students and very little in the way of materials. You could work with Jazz Chants and engage the entire group. The African students were just wonderful, with their beautiful music and dance background. They were just the perfect audience. I was thrilled to work with them.

MR: Where were you in Africa?

CG: My first visit was really in Africa. That is, West Africa—Mali and Burkina Faso. Last year, I went to Ethiopia and Eritrea.

MR: What has been the most memorable experience in your travels?

CG: In Addis Ababa, Ethiopia I had a wonderful experience because years ago I had written a song based on Kipling's *Jungle Book* called "He's an Ethiopian." At that time, I had never been to Ethiopia and had no plans to go there. But then last year, I had an invitation from USIS (U.S. Information Service) to work with the teachers



Let's Sing Unit 8

What Do You Like?

Eb
① I like yel - low, yes I do.
Bb7
I like yel - low, yes I do.
Eb
I like yel - low.
I do, too.
Bb7
I like yel - low,
Eb
too.

② I like ice cream, yes I do.
I like ice cream, yes I do.
I like ice cream.
  I do, too.
  I like ice cream, too.

③ I like baseball, yes I do.
I like baseball, yes I do.
I like baseball.
  I do, too.
  I like baseball, too.

Grammarchant

Third person *s*, yes, yes!
Not in the question, no, no!
Third person *s*, yes, yes!
Not in the negative, no, no!
Third person *s*, yes, yes!
Not in the plural, no, no!
Third person *s*, yes, yes!
Third person *s*. Yes!

The Love/Hate Song

She loves him.
He loves her.
We love them and they love us.
I love him.
He loves me.
We love everybody.

She hates him.
He hates her.
We hate them and they hate us.
I hate him.
He hates me.
We hate everybody.

GRAMMARNOTES

1. The Love/Hate Song

This chant provides practice in the third person *s* simple present *(loves/hates)*, and in subject and object pronouns. This chant is also presented as a song on the tape accompanying *Grammarchants*.

ABOVE: From Let's Chant, Let's Sing *by Carolyn Graham © 1994 by Oxford University Press. BELOW: From* Grammarchants *by Carolyn Graham © 1993 by Oxford University Press. Both used by permission.*

The Works of Carolyn Graham

All works include audio cassette except where noted.

Published by Oxford University Press
(www.oup-usa.org/esl/)

- Jazz Chants (A)
- Small Talk: More Jazz Chants (A)
- Grammarchants (A)
- Jazz Chants for Children (C)
- Jazz Chant Fairy Tales (C)
- Mother Goose Jazz Chants (C)
- Let's Chant, Let's Sing series (C)
- Sixty songs for the Tiny Talk course (I)
- The Electric Elephant* (A)

Published by Delta Systems
(www.delta-systems.com)

- The Big Chants Series (C)
- Fisherman and the Turtle Princess (C)
- Chocolate Cake (C)
- Turn of the Century Songbook (A)
- Story of Myrtle Marie (C)
- Singing, Chanting, Telling Tales* (A)

Published by JAG Press
(www.jagpublications-esl.com)

- Rhythm and Role Play (A)

** No audio cassette. A=adult (high school-adult), C=children (K-6), I=infant (3 and under)*

and children in Addis Ababa. So I had a chance to sing my "He's an Ethiopian" song on television in Addis Ababa.

MR: Carolyn, you know "He's an Ethiopian" (© 1997 Carolyn Graham) is one of my favorites. Can you sing that song for me?

CG: Sure.

He's an E-thi-o-pi-an.
He's from E-thi-o-pi-a.
Ev-ery mor-ning, he wakes up in
E-thi-o-pi-a.

He's an E-thi-o-pi-an.
He's from E-thi-o-p-i-a.
Ev-ery day he goes to school in
E-thi-o-pi-a.

He's an E-thi-o-pi-an.
He's from E-thi-o-pi-a.
Ev-ery night he goes to bed in
E-thi-o-pi-a.

He's an E-thi-o-pi-an.
He's from E-thi-o-pi-a.
Ev-ery night he falls a-sleep in
E-thi-o-pi-a.

MR: Wonderful. I love it. One of the things you do so successfully is to show teachers how they can use whatever they have in their culture or country and turn it into a chant. Can you give us another example of that?

CG: One of the most memorable workshops, at least for me, was in Bamako, Mali. I had a family of drummers accompanying me in the workshop. It was sensational, and I decided to show the teachers how we could create chants based on their natural surroundings. Their environment was a village with lots of wildlife and wonderful huge trees, plants, flowers and bees. I took bees, bats and crocodiles (Bamako is famous for its crocodiles), and I created a little chant. It goes like this:

The bees of Bamako sting.
The bats of Bamako bite.
The crocodiles of Bamako crawl
around all night.

MR: I see what you mean about using what there is. On another topic, Carolyn, if you could do anything in the world for the ESL/EFL field in the next five years, what would that be?

CG: I'm now starting to dream—or I should say—make plans for a concert tour where I'll be performing with a band for the children and teachers in various countries where I have already done a lot of training and Jazz Chant workshops. I would like to take the band, for example, to Tokyo, Osaka, Hiroshima and then perhaps do the same kind of tour in other countries like Russia. I did a lot of work in Moscow and St. Petersburg. I'd like to go back with the band and perform for the children in these countries.

MR: I understand that you want these to be free concerts.

CG: Yes, of course. The idea is to give something back for all the wonderful things that have been given to me by the field—by the teachers, by the children and by the students.

MR: Carolyn, you have so much energy and passion for your work, and sheer delight in what you do! You must have at least five different projects that you're working on for the near future. Can you tell us a little bit about some of your new projects?

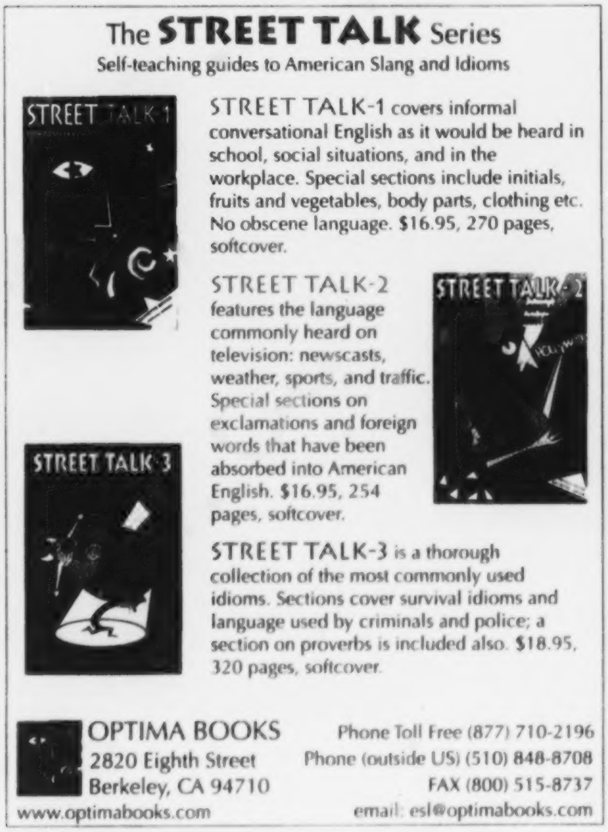
CG: One of my new favorite projects is called *Tiny Talk* with Oxford University Press. I had an opportunity to do the music for Susan River's *Tiny Talk,* which is a book designed for three-year-olds in Taiwan. Oxford is now gathering the songs for a *Tiny Talk Songbook.* So, I'm very much looking forward to seeing that and perhaps touring with it.

MR: That's interesting. There seems to be a whole new area emerging on language development with very young children.

CG: Yes, the research is showing that a baby's language development is very much helped by hearing the language—by the mother speaking to the infant and singing to it. I think also that the baby responds to the rhythm and that helps them with their language development. I've seen this happen.

MR: Isn't there a project in the works dealing with the language development of babies with their mothers? I believe it's called *Jazz Baby.*

continued on page 16



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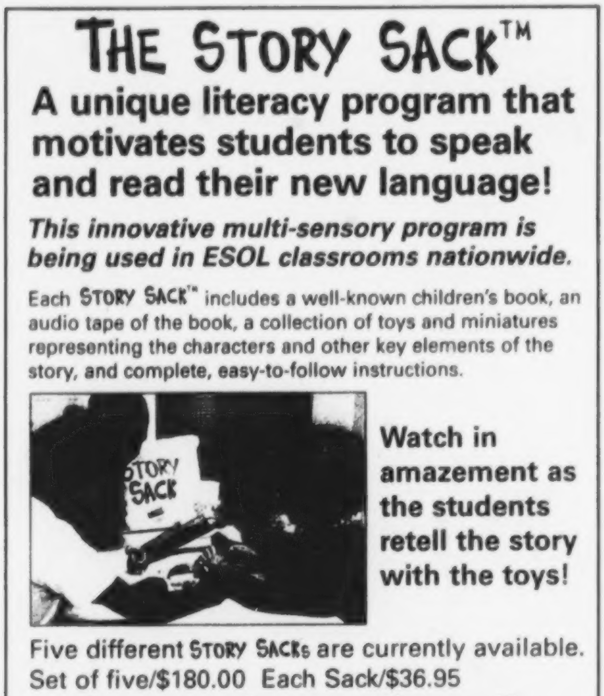

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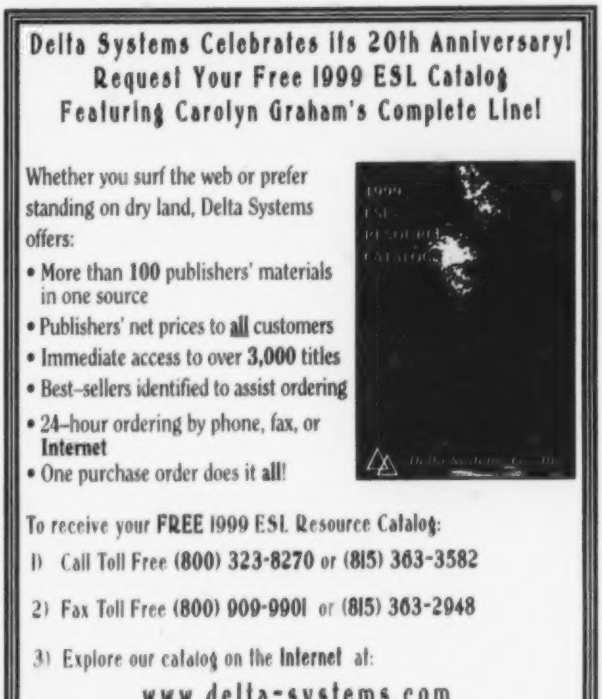

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continued from page 14

CG: Yes, *Jazz Baby* has been one of my really fun projects where we are looking at the mother with the baby at home, and we're offering very accessible materials—chants and songs that can be done with that very early age.

MR: That's a very interesting work in progress. What other works in progress can you tell us about?

CG: There's another project being designed by a very innovative Japanese publisher using the American blues to teach English to Japanese businessmen. We call it "The Business Blues." I've written a series of songs about the blues: "The Business Blues," "The Tokyo Blues," "The Answering Machine Blues," "The Cell Phone Blues" and things like that.

MR: People often ask, "Where can I learn more about Carolyn Graham's methodology? Where can I learn how to do it, how to create it?" *Singing, Chanting, Telling Tales* was a methodology book that you wrote some time ago. Are there any plans to revise that book?

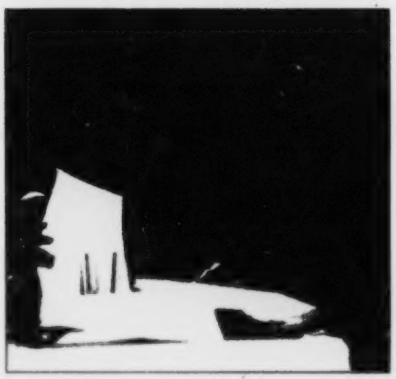
CG: Yes. I'm in the process now of reworking it. I'm doing a lot of teacher training now, particularly at Columbia University. I do a seminar there in the fall and spring, and that work is helping me with the revision of *Singing, Chanting, Telling Tales,* which I use as my course book.

MR: Many people have asked, "Where can I find Carolyn Graham's books? She has so many different publishers."

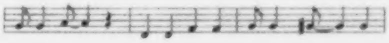
CG: Oxford University Press is my main publisher, and they would be able to help with the Oxford line. All of my books are also available at Delta, who distributes everything, including the Oxford line.

MR: Yes. Delta features the complete works of Carolyn Graham. I understand that Delta has created a special Carolyn Graham Web page on their Web site. How does it work and what is the benefit to teachers in the field?

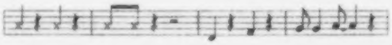
CG: Well, it keeps people up-to-date on my new material. It's going to provide sample chants and songs from the different titles. I'm hoping it will also give my workshop schedule, including my international schedule, so a teacher can know in advance if I'm going to be appearing in Tokyo, for example. I can also be reached by e-mail at the Web site. The address is: http://www.delta-systems.com. Click on "Specials."



Marilyn Rosenthal and Carolyn Graham.



I'm always looking for new ideas—new ways to use the things I love which are music, poetry and storytelling.



MR: The original *Jazz Chants* was published in 1978 by Oxford University Press. Its 21st anniversary is coming in 1999. What are the plans for the revision?

CG: This is really a thrill for me. The fact that the original *Jazz Chants* is still out there is extraordinary to me, but one of the most wonderful things is that I'm back with my original editor on this project, you!

MR: And I'm delighted about it as well!

CG: I think it's going to be a lot of fun. We're planning to keep a core of the old favorites, the *Jazz Chant* classics, but also offer a lot of new material. That is, new chants, new songs and a couple of performances by Carolina Shout.

MR: OK. Now you have to tell everyone who Carolina Shout is?

CG: Carolina Shout is my name as a barroom piano player. I took that name from the famous old piano solo called "Carolina Shout" and since my name was Carolyn, I thought I could borrow it to use as my stage name.

MR: You've done a number of evening performances at TESOL as Carolina Shout, so it makes sense that you're going to include this in the forthcoming book.

Carolyn, you're doing so many things and your dynamism shows not only with something like the 21st anniversary of Jazz Chants, but you're creating new material all the time. You don't stop. You travel all around the world. Tell us how you feel about the field and what it means for you to continue doing this?

CG: I've been teaching ESL for over 25 years, and I can honestly tell you that I've never been bored—never been bored with my students—never been bored in my classroom. And the reason for that is that I'm always looking for new ideas—new ways to use the things I love which are music, poetry and storytelling. I use those things to make my class more dynamic—more interesting. I think our field is marvelous because it's so open. That is, it's open to the arts.

At this moment, I'm on my way to Tokyo where I'm going to be giving a program for Japanese artists from various disciplines who are going to show how they use their art in the classroom. Now that's going include a dancer, a flower arranger, a tea ceremony specialist, a martial arts person, a magician/fire eater, and a drama person. It's going to be so interesting for me. It's going to be like a master class where we're going to explore all those different things and see how we can bring that magic, that power of the arts into our language classrooms.

MR: That sounds wonderful. We wish you all the best and thank you for sharing the magic of Carolyn Graham with our *ESL Magazine* audience.

Jazz Chants® is a registered trademark of Oxford University Press

Closed Captioning Opens Doors to Learning

BY TOMMY B. MCDONELL, MPS

If you use television programs or videotaped materials in your class, considering expanding the educational potential of these tools by using closed captioning. Although closed captioning is not a new technology, it is one of the least expensive ways to foster literacy, build reading fluency and assist in English language learning. It can be especially helpful for integrating listening/viewing with reading and writing.

History of Closed Captioning

Printed words appeared with images on screen long ago in silent movies, and they still appear as subtitles in foreign films. Closed captioning, however, was pioneered by The Caption Center of WGBH in Boston, Massachusetts in the early 1970s. Originally developed for the deaf and hearing impaired, closed captioning is now used by teachers in ESL and literacy programs.

How It Works

The captions are written material that is timed with and encoded in the video signal using specialized software. Captions are "closed" because they are hidden unless decoded to appear on screen either by the decoder inside a television or an external decoder. Since July 1993, all televisions sold in the U.S. with screens over 13 inches have a built-in decoder. If your school television is older than this and you don't want to buy a new one, you can purchase a decoder that sits on top of your television. These cost between $100 and $200. Closed captioning is available with many television broadcasts and on many videotapes.

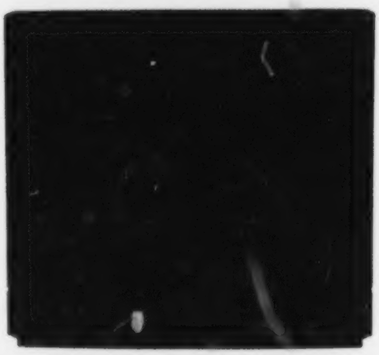
For those who haven't viewed closed captions, it is good to know the basic principles developed by The Caption Center for creating captions:

- Captions usually appear under the person speaking.
- A single sentence may extend through several captions.
- Narrators or speakers not visible on the screen are identified.
- Noises or sounds important to the plot are written.
- Captions may be edited to keep up with the video and, therefore, may not match word-for-word what is spoken.

Knowing these principles will be helpful both to you and your students for your viewing.

Before Using Closed Captioning in Class

Before using closed captioning in class, you should become familiar with how it works. Watch any television program or videotaped material that is closed-captioned. It will be marked with one of the the closed caption logos. Familiarize yourself with turning the captions on and off with the controls on your television set. Any closed-captioned broadcast can be videotaped on your VCR; even with your TV's closed caption feature turned off, the encoded captions will still be recorded. You can then show the tape to your class with or without the captions, depending upon your lesson plan.



Classroom Ideas

Planning is the key to using closed captioning successfully in class. Here are some ideas for using it:

- Have students watch a program or segment of a program without the captions. Use questions to lead a discussion of the content of the program and to ascertain students' understanding. If there are areas of uncertainty or disagreement, show the segment again with the captions on for students to read. Allow students to explain any changes in their understanding based on their reading of the captions.
- Have students view a program or program segment without captions and listen for any vocabulary they don't know. Have them try to write the new words as they hear them. Play the segment again with captions on and allow them to find and copy the written form of the new words.
- The Caption Center tells of a teacher who turns a listening/viewing activity into a reading activity in this way: students watch the first part of a program with the audio on and the captions off. For the second part of the program, the instructor mutes the sound and turns on the captions. Students have to read to discover the end of the story!
- A listening/viewing activity could also become a writing activity: students can try to write out the dialogue they have watched or fill in blanks on a paper copy of the dialogue. They can check their answers by watching the segment again with the captions on.

There are many possibilities for the use of closed captioning in the ESL classroom. It is a valuable tool, and yet for those with new televisions, it is also free!

For more information on closed captioning, visit The Caption Center Web site at www.wgbh.org/wgbh/pages/captioncenter/index.html or Gary Robson's Frequently Asked Questions About Closed-Captioning at www.robson.org /capfaq/index.html.

Tommy B. McDonell is Executive Director of the Learning English Adult Program, Inc. (LEAP) in New York.

Christine Meloni's
NETWORTHY

Electronic Postcards—Holiday Greetings for Writing and Reading

Students of all ages and English proficiency levels will enjoy sending and receiving electronic holiday postcards. Teachers can make use of these cards to give their students opportunities for authentic writing and reading practice in English.

Postcard sites abound on the Web. This is how they work. You create a card for someone who will then receive an e-mail message directing him/her to the Web site where the personalized greeting is waiting!

One can find postcards for many holidays. Here is a sampling of Web sites for ten important holidays celebrated in the United States.

New Year's Day
(http://www.bluemountain.com/newyear/) This site offers several animated New Year's cards with music. You can hear the gray wolf howl and watch the New Year Star spin in a beautiful display of colors. My favorite is the Peace Dove which gracefully flaps its wings.

Valentine's Day
(http://www.lovingyou.com/postcards/valentine.shtml) Valentine's Day postcards abound on the Web. This site offers animated romantic and humorous cards.

St. Patrick's Day
(http://www.wizardry-design.com/postcards/stpatricksday.shtml) On March 17 everyone in the U.S. is Irish! If you visit this site, you will find ten images to choose from for your St. Patrick's Day postcard. You may also read about the legend of Saint Patrick and listen to some Irish music. You may also go to the Barnes and Noble site to view some books about Ireland.

Thanksgiving
(http://www.dll-lever.com/postcard/thanksg.html) This page has hundreds of different images for Thanksgiving postcards. Most cards feature the traditional turkey.

Easter
(http://www.xenus.com/postcard/easter.htm) This site offers seven postcards with the Easter Bunny, one with an Easter Egg, and one religious Easter card. If you already have a digital (computer graphic file) image of your portrait or logo, you may add it to any cards that you send.

Mother's Day
(http://www.sunset-north.com/aurora5.htm)You have a selection of 43 cards at Aurora's Mother's Day Cards site. In addition to your greeting, you may add a poem (from among three choices) and music (e.g., Rossini's Aria de Figaro or Beer Barrel Polka). You will also find a very informative history of Mother's Day.

Father's Day
(www.bayareagold.com/postcards/index.htm) Don't forget Dad! At this site you can choose an animated musical card. Select the design you like the best, the background color, the color of the text, and the music. My favorite is the greeting that floats toward you from outer space. It reminds me of the beginning of the film Star Wars.

Fourth of July
(http://www.atlanta.to/4th.html) Send a card to celebrate Independence Day. There are four images, three with firecrackers and one with fireworks. You can also read the full text of the Declaration of Independence at this site.

Halloween
(http://www.e-cards.com/catalog/catselection.pl?cat=halloween) In the Pumpkin Patch select from among six friendly jack o'lanterns with flickering candles for your Halloween cards.

Christmas
(http://www.postacard.com/christmas.shtml) This Christmas site offers many lovely scenes. After you have chosen the picture, you can select the text and the background color. You can also select a song!

There are many more postcard and greeting card sites on the Web. This is only a small sampling. Go to a search engine such as Yahoo! and type in "electronic postcards." You will find many fun sites.

Christine Meloni can be contacted at meloni@gwu.edu.

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After writing a successful series of books on French and Spanish slang and idioms (the *Street French* and *Street Spanish* series), it never dawned on me to write a series of books focusing on Americanisms. After all, we don't use that much slang...or do we?

When I was working out at the gym with a French friend of mine, Pascale, a friend of his came up and enthusiastically inquired, "What's up?" Pascale paused a moment, took a step backward and looked up, checking out the ceiling.

Realizing he didn't get it, I quickly piped up and explained, "Oh, that's slang for 'How are you?'" He looked confused, obviously not understanding how "What's up?" could possibly have anything to do with "How are you?" But his friend didn't stop there.

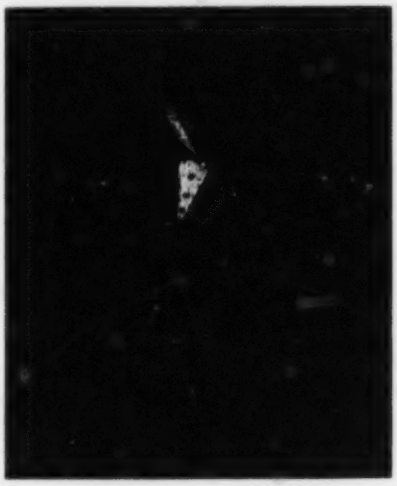
"So, Pascale, did you hear how the Italian soccer team licked the French team?" As Pascale's eyes widened and his mouth dropped open, an expression I hadn't seen since the days of "Our Gang" comedy, I suddenly realized where he had gone with that one and could only imagine what image his mind was conjuring up.

It was at that moment that I realized for the first time that there was absolutely no way a nonnative speaker of English could fully understand an American movie, TV show, news broadcast, or even a typical conversation without help because our language is loaded with nonstandard English, i.e., slang and idioms.

Defining Terms

Since we use both terms, slang and idioms, we ought to define them. I asked a group of ESL teachers, "What is the difference between slang and idioms?" Everyone had their own answer. After consulting several dictionaries, all having slightly different takes on the definitions, I would like to propose these definitions:

SLANG: Nonstandard vocabulary of a given culture or subculture. In other words, slang is typically a nonstandard word, not a phrase as is an idiom. Slang would include words like *pooped*, to *down* a drink, *the grind*, *boob-tube*, *threads*, *bonkers*, *basket-case*, etc. Slang words may or may not have alternative literal meanings. They may be "made up" words.



IDIOM: A phrase that is commonly understood in a given culture or subculture to have a meaning different from its literal meaning. A good example of this is "to bend over backwards." This phrase is commonly understood in our culture to mean "to exert an enormous effort in order to accomplish something." The literal meaning, however, is the physical act it describes, of which few may actually be capable of doing!

Why Should I Teach Nonstandard English?

Each year at the TESOL Convention, I'm approached by the occasional teacher who is annoyed that I write classroom texts on slang and idioms and that I am, as one teacher put it at last year's convention in Seattle, contributing to the decay of the purity of the English language.

She was so animated and fiery about her platform that English remain pure and untainted that she soon attracted a crowd of teachers at our booth (so who needs fancy signs and banners?).

One of the onlookers, obviously disturbed by her statement, chimed in, "Ma'am, not to teach students everyday slang and idioms is to assure that they remain outsiders. Let's face it, we *all* speak in code."

Another teacher added, "You're doing your students a great injustice because they'll never be able to fully integrate *and* you're only teaching them one part of our language."

Flushed and noticeably irritated, she quickly retorted, "Then it's our responsibility as teachers to perpetuate the purity of the English language..." then turning toward me, "...not promote its demise by teaching nontraditional language."

I defended by position (and my life's work) by adding, "If you've chosen not to teach slang to your students, that's certainly your decision. But you must admit that the average native speaker does use a certain amount of slang and idioms in everyday speech."

"Well I certainly don't!" she hurled back as she picked up her materials she had placed on the table. "I'm sorry to be so agitated about this, but it just really ticks me off!"

It was like something out of a TV comedy. All the teachers who were now swarming around her repeated in unison, "Ticks...you...off?"

It was such a delicious moment that it almost had a flavor. Hardly able to contain my glee, I responded with the jubilation and triumph of a lottery winner, "That was slang! It was so natural to you that you didn't even notice!"

Then, stunned and somewhat uncertain now of her own convictions, she said, "No way! C'mon! that's just a colloquialism."

"'No way'? 'C'mon'? Those are both slang expressions!"

She looked dazed for a moment then burst out laughing and said, "Ya know, I didn't even realize it!"

We spoke for quite some time after that, and I learned that part of her disapproval stemmed from the fact that she was equating slang with obscenity. Oddly enough, this is a fairly common mistake. In fact, in Japan, the term slang has a negative context for the same reason.

Under the guise of the dictionary's definition of slang as nonstandard English, leaving quite a bit of room for interpretation, obscenities and curse words could indeed be placed into the category of slang. However, slang in general does *not* fall into the category of obscenities, a common misunderstanding, especially among nonnative speakers of English.

Is Slang Only Used By The Lower Classes?

"Absolutely not!" I tell my international students. There is universal slang that is used by everyone. However, there are many subcategories of slang used by specific groups. Slang can be seen as a family tree with universal slang at the top representing words that are not only used consistently in the media, but by virtually everyone. This huge category of terms and expressions spans all ages, social groups and economic groups with such common words and expressions as:

"to be ticked off"
"to pig out"
"to stand someone up"
"to get one's second wind"
"to be wiped out"
"to get canned, etc."

Within this category are commonly used initials which represent complete sentences, another important category to be conquered by the nonnative speaker. Although they sound completely normal to native speakers, to the outsiders, they are nothing but a meaningless string of letters.

Imagine how a secretary, whose first language is not English, would respond upon being given the following information: FYI, the CEO wants you to pick up a BLT and an OJ for the

How Do You Teach Slang and Idioms?

Throughout my 15 years of writing self-teaching books on slang and idioms and speaking to numerous groups during lecture tours around the world, I've been able to interview the teachers and students who have used my original books. Through these interviews, I have been fortunate to hear from teachers first-hand which techniques worked and which ones fell short.

The consensus has been the desire for a text with 1) with fewer slang terms and idioms packed into each chapter; in other words, they want more "bite-size"chunks of information; and 2) more classroom activities. My newest classroom edition (*Street Speak, 1998*) is based on hundreds of these helpful comments. This new format is already being used at Berlitz, Duke University, Aspect International, Boston University, EF International, ELS Language Centers, and American English Academy, among other places.

From my experience and from my conversations with teachers, I've found the following method to be the most effective way to teach slang and idioms.

Presentation

1. Start with a natural dialogue that contains no more than twelve slang words and idioms. According to students, any more than that is simply too many.

2. Based on the context of each phrase, allow the students to guess what each slang term or idiom means. For example: "It really ticks me off when you lie!" Ask the students to guess what that could mean. Ask, "Is the speaker happy that the other person is lying?" The students will erupt in a big "No! The speaker is angry!"

3. To really lock in the meaning, it's fun to go around the classroom and have each student use "No, it ticks me off!" as they respond to your questions such as "Do you like it when people borrow money from you?" "Do you like it when your brother or sister borrows your clothes without permission?" etc.

"Real Speak"

Unanimously, teachers and students absolutely love going back through the dialogues using common reductions. Learning the slang and idioms without this step leaves the students at a loss when they hear native English speakers. When a standard sentence of ten syllables is suddenly transformed into five syllables with reductions, the students are always amazed and delighted. Since students have all heard this type of delivery, this portion of the lesson is always met with lots of laughs and, more importantly, an eagerness to learn this "funny" way we all speak.

After slang and idioms are presented, understood and practiced with reductions, a variety of reinforcement activities can make the meaning stick. Whole class activities as well as pair work can be successful for reinforcing a lesson. At my last TESOL lecture, I had a group of 100 teachers do a pair work activity. The laughing and tittering during this ten-minute period demonstrated the potential fun of pair work.

A Sample Group Activity:
Slang and Idioms Concentration Game

Students responded to this one with wild enthusiasm. The teacher divides the class into two teams. In front of the classroom, the teacher posts 36 cards in six rows of six. The cards are all clearly numbered 1 through 36. Half of the cards have slang words or idioms written on the back while the other half have the meanings. The goal is to match a slang word or idiom with its meaning.

With only one student choosing at a time, the teams take turns trying to choose two cards that match. When a match is made, the person who made the correct match must use that term in a complete sentence. If that person cannot, a person from the other team gets to try. Whichever team gets the correct answer gets a point. I've found that when the person who made the correct match is allowed to be helped by the entire team to form a correct sentence, it creates an immediate bond among members of the team and inhibitions are overcome. Students are then more willing to take chances and make mistakes; a glorious moment for any language teacher who may have a shy student!

VP ASAP. OK? Abbreviations and acronyms are a large part of our daily language, many of which are used commonly yet whose literal meaning is unknown even by native speakers; for example, LASER (light amplification by stimulated emission of radiation), SCUBA (self-contained underwater breathing apparatus), and TIP (to insure promptness).

Just below universal slang on the family tree are subcategories used by specific groups such as teens, rappers, surfers, different trades, economic groups, and racial groups; there is even regional slang. Many of these subcategories contain their own very colorful expressions. For example:

- **TEENS:** Our home-ec (home economics) teacher is really phat (beautiful) and her class is the bomb (great)!
- **RAPPERS:** Hey, homie (friend)! Why you wallin' (being a wall flower) instead a bustin' a move (dancing) to that def jam (great music)?
- **SURFERS:** The big mama's (ocean) fully mackin' (pumping out) some gnarly grinders (huge waves) with corduroy to the horizon (one after the other).
- **DINER WAITERS/WAITRESSES** (from the 1950s): Gimme a cold pig on a green sea (ham sandwich with lettuce), burn 50 (on toast) and put shoes on 'em; they're going for a walk (to go)!
- **DOCTORS:** We need to gork (anesthetize) the patient before calling in the blade (surgeon).
- **SOME SOUTHERNERS:** I'm more scared than a long-tailed cat in a room full a rockin' chairs *or* I'm more scared than a porcupine in a balloon factory.

Slang and idioms are used throughout the world, and many of our own common expressions have equivalents in other languages in other places. These can be entertaining to learn! For example:

- **AMERICAN:** You'll pulling my leg!
- **FRENCH:** Tu te paies ma tête! (literally: You're treating yourself to my head!)
- **SPANISH:** !Me estas tomando el pelo! (literally: You're taking my hair!)
- **GERMAN:** Du willst mich wohl auf den Arm nehmen! (literally: You want to take me up the arm!)

Is It Okay To Use Slang In Business?

I tell students, "Definitely!" In fact, business is notorious for creating a slang or jargon of its own. Clearly, a nonnative speaker who doesn't have a working knowledge of business jargon would be at a loss. Imagine someone not familiar with idioms being told during a meeting that he or she "has the floor" or being asked to "take the ball and run with it."

The following paragraph would surely go over the head of the average nonnative speaker, yet the terms and expressions are certainly common in the business world (and this is just the tip of the iceberg): "I don't know who blew the whistle on Bernie, the paper pusher in accounting, but he just got called on the carpet by the big wigs for calling in sick again. If he doesn't pull it together soon, he's gonna get canned, and cush jobs like his don't grow on trees!"

Sports jargon is particularly widespread in business since sports permeate American culture. This may also be related to the fact that both sports and business in the past have been predominantly influenced by men. To my knowledge, nothing has shaped the language of business more than sports, and not just one sport:

- **BASEBALL:** to field a phone call, to be home free, to come out of left field, to be in the ball park, to be out of someone's league, to pitch ideas, that's one strike against him/her.
- **BOATING:** to be on an even keel, each man for himself, to go down with the ship, to like the cut of someone's

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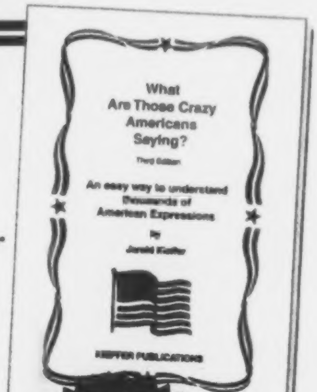
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jib, to shape up or ship out, to be smooth sailing, to take the wind out of one's sails.

- **Boxing:** to go a few rounds with someone, to be a heavyweight, to be a lightweight, to hit below the belt.
- **Football:** game plan, to run interference for someone, to take the ball and run with it, to tackle a problem.
- **Horse Racing:** to be down to the wire, to be first out of the gate, to be in the homestretch, to jockey for position, to be left at the gate, to be neck and neck, to be right out of the chute, to win by a nose.
- **Swimming:** to dive right in, to get one's feet wet, to go in headfirst, to sink or swim, to jump off the deep end, to test the water.
- **Track and Field:** to come in a close second, to clear a hurdle, to have the inside track, to jump the gun, to keep pace with someone or something, to pace oneself, to set the pace.

Should Teachers Teach Naughty Words?

After years of presenting to numerous teachers and leading discussion groups, I have found that the vast majority of teachers feel that familiarizing students with slang, idioms and even some vulgarities is much more desirable than having students pick up this type of language haphazardly on the street.

The main concern is that students often hear vulgar or provocative words used loosely and gratuitously and, therefore, don't understand the full weight and connotation of a particular term or expression. The unsuspecting student may find himself in an embarrassing situation. However, having first been exposed to this type of vernacular in the classroom, these potentially embarrassing situations may be avoided.

In addition, being able to recognize vulgar language is essential for one's own safety or survival. When I lived in France as a 15-year-old, I met a group of teenagers who eagerly took me under their collective wing since I was a curiosity for them, being an American who knew very little French. I could only understand about two percent of what they were saying, but they always seemed upbeat and friendly. When I started to repeat some of the new words I had heard from my new friends, the French family I was living with at the time said that I should never repeat these words to anyone nor should I ever see those teenagers again. Having never been taught this type of slang, I was completely unaware that I had just been befriended by members of a gang.

As educators, we need not promote the actual use of slang, idioms, and certainly not vulgarities, but we do have a responsibility to familiarize the nonnative speaker with this type of language. After all, whether we like it or not, this nonstandard English has existed for years and will continue to exist. Knowledge of slang and idioms is fundamental to nonnative speakers' understanding of the language that native speakers actually use. It is also essential for those who want to integrate into our culture; without slang and idioms, students will always be outsiders. This nonstandard English may even be important for students' safety and well-being.

David Burke is the author of more than 21 books on slang and idioms including Street Speak *and* Biz Speak *classroom editions.*

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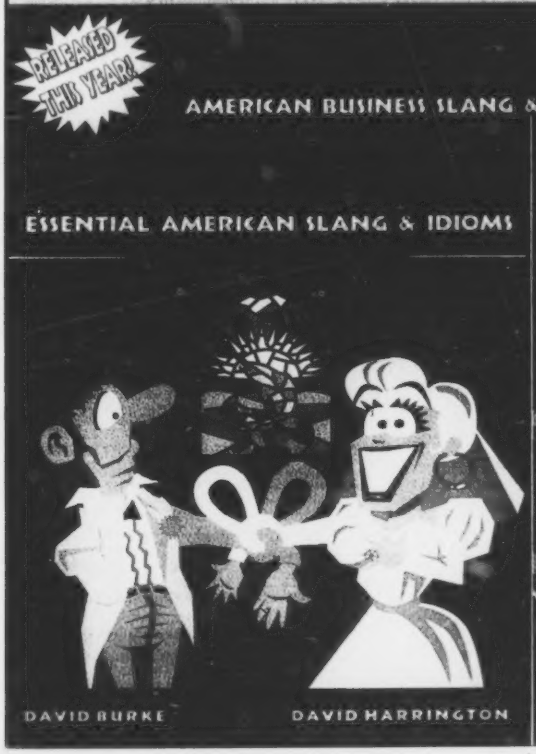
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The Oxford Picture Dictionary: "I *See* What You *Mean*!"

BY RICK INDENBAUM

It was quite a change to have my students beg me to order a picture dictionary for them rather than for me to ask them again and again to buy their dictionaries so we could all do certain exercises in class together. This is exactly what happened when I introduced the new *Oxford Picture Dictionary* (Oxford University Press) to my beginning ESL class at Culver City Adult School in Culver City, California.

Picture Dictionary

I learned about the *Oxford Picture Dictionary* in a workshop given by the authors, Norma Shapiro and Jayme Adelson-Goldstein at the CATESOL convention last spring. As an artist, I was immediately attracted to this book by its beautifully illustrated pictures and colorful format. As a teacher, I know that learning a new language and particularly vocabulary can be taxing. However, having something this pleasing to look at makes the job much easier. My students obviously agree with me because we always seem to lose track of time whenever we open this book.

The page size (8.5 by 11 inches) allows for a well-arranged and uncrowded format with lots of room for students' notes. There are over 3,700 words, including 400 verbs, depicted in the context of scenes and images that reflect real life. The 12 units, such as "People," "Health," and "Community," correlate to a basic ESL curriculum. The various topics within each unit meet the vocabulary needs of my diverse class. My students and I also appreciate how the verbs, adjectives and "dreaded" prepositions are presented in phrases, adding to the context of the vocabulary and demonstrating realistic language.

My students range in age from 18 to 80 years old and represent over 20 different countries. As is true of most classes, their skill levels vary. Some can read and write very well without being able to speak, while others can communicate orally but have no literacy skills. The *Oxford Picture Dictionary* and the accompanying teacher's book, "Focused Listening" cassettes, vocabulary cassettes and overhead transparencies create a flexible program that is excellent for a multi-level class.

The teacher's book contains step-by-step lesson plans that save a lot of preparation time. They allow me to give my students highly effective conversation and listening lessons that include meaningful communicative activities ranging from individual practice (e.g., categorizing and sequencing) to interactive group exercises (e.g., problem solving, discussion questions, and speeches.)

I'm always seeking supplemental materials that provide communicative practice. With the overhead transparencies and the "Focused Listening" cassettes, I can offer my students that practice whether or not they have or can afford a copy of the dictionary. My students especially enjoy the challenge of developing their listening skills with the tapes because they feature the topics and kind of language students really hear outside the classroom.

The *Oxford Picture Dictionary* program is a gold mine for all kinds of ESL classes. It has brought a fun and contemporary atmosphere into my classroom, and the students keep coming back for more!

Rick Indenbaum teaches ESL at Culver City Adult School, Culver City, CA.

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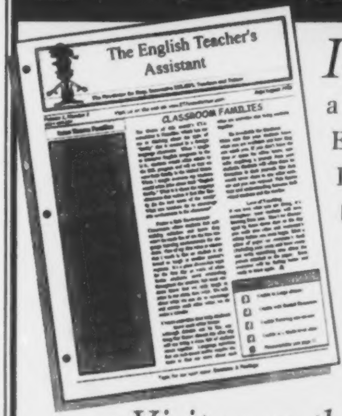

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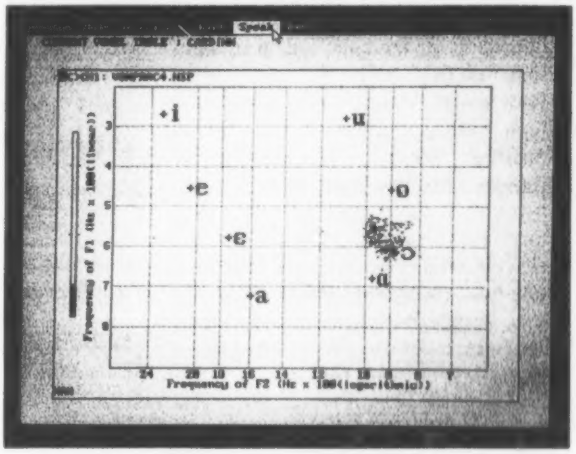
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HOMESTAY

Highlights and Hurdles

BY DOUG RONSON

When host parent Doug Menard got out the mop, the Japanese student staying at his home rushed to fetch her camera to take a photograph of him washing the kitchen floor. "She wanted to send the picture back to Japan, because otherwise nobody would believe that a man would do that," laughs Menard.

Homestay—international students living with North American families—is a recipe for a wide range of experiences: culture shock, joyous relationships, miscommunication and intercultural learning. "Students go through a variety of experiences—loving it, hating it, being homesick and crying," says Barbara Land, homestay coordinator with ELS Language Center in Houston. "I always tell the students that it's OK to cry."

There are hundreds of homestay programs across North America and thousands of students and host families taking part at any time. Participants range from 14-year-old high school students to 40-year-old business people to 70-year-old retirees. The vast majority of international high school students studying in the United States and Canada live with host families. As well, an estimated one-third of young adults attending ESL programs at colleges or private language schools take advantage of homestay when it is offered.

Reasons for Homestay

Students choose the homestay experience for a variety of reasons. "Most of them want to be in an environment where they can improve their English," says Katherine MacDougall, summer housing coordinator at the University of California at San Diego. "The second reason is that they want to experience American culture."

A third factor, although not always stated, is safety. "Many of the parents of the students encourage them to choose homestay as opposed to campus residence because they know they will be looked after," says Mary-Lou Nolte, homestay coordinator at Queen's University in Kingston, Ontario. Whatever the reason for students choosing homestay, it is clear that it brings challenges not associated with dormitories or apartments.

Homestay student Yoon-Seop Kim tries her hand at cooking.

Matching Students and Families

In matching students with host families, coordinators probe students about their interests and desires and carefully check the background of host families. Usually, prospective hosts must complete an application form and undergo an in-home interview and inspection of the home and the student's room. Increasingly, homestay coordinators are asking families to provide evidence from local police that they do not have a criminal record.

Coordinators also try to determine the family's motivation in hosting a student. "If I get the feeling that all they are interested in is money or having a babysitter, I just forget it," says Susan McKelvey, homestay coordinator with ELS in Philadelphia.

Homestay Challenges

Upon arrival in North America, the students invariably experience culture shock. Asian students, whose culture is so different from ours, often suffer most acutely. "We had one student who said that everything was shocking," says Nolte. "The food was shocking. The fact that the host father prepared supper or washed the dishes was shocking."

The differences between their home country and North America can be quite striking. Students may have totally unrealistic expectations about life with an American family. "They come here thinking that all Americans are very wealthy and that the houses are big and beautiful," says McKelvey.

Usually, participants get their image of American families from television or the movies and expect their host family to conform to that. "The family which is in the media is the abnormal, not the normal," notes Land. Alternatively, some students expect that their host family will be exactly like their family in their home country. Some are surprised to find out that families here represent many races and may come in all shapes and sizes, including single-parent families and childless couples.

Often, students come expecting that families will be able to spend endless amounts of time helping them with their English and explaining how North American society functions. They get a shock when they realize that both parents usually work and that in the evening they may be busy taking the children to soccer practice and music lessons.

Unfamiliar foods can also disturb students' sense of belonging in the new culture. For some students, especially Asians, the food is dramatically different. "Some families serve microwave dinners or hamburgers, and they find it hard to get used to that," says MacDougall of UCSD. Adds Nolte: "Families try to find out what they like, but they've signed up for an experience with a Canadian family, so they have to expect Canadian food."

Another common issue is smoking: "A lot of our families don't allow smoking at all in their homes," MacDougall says. "There have been cases where students have been told this, but they continue to smoke in their rooms." Hosts are inevitably angry when they smell smoke coming from a student's room.

Family pets can also be a source of conflict. In many cultures, it is not considered clean to have animals in the house, so students are surprised to see their hosts petting and even kissing pets. Land, of ELS Houston, compares it to an American living in a country where goats and chickens are commonly allowed to roam about the house. "It's a big adjustment to have dogs or cats in the house," she says.

Rules of common courtesy also vary around the world. "One of the big issues is letting the host family know if you are not going to be home on time for a meal," notes Land. "In some countries, you just sort of do what you want."

Helping Students Cope

Ultimately, time helps students adjust to what seems like a bizarre lifestyle in North America. Commented one student: "First, I felt I couldn't continue homestay because I didn't know what should I do. However, gradually I could understand lifestyle and realized host family's kindness. When it was my birthday, they held birthday party for me. I don't forget in my life."

Many schools are actively assisting students in overcoming these challenges and in making their experience in America one to treasure. Some offer workshops on culture shock or provide counselling to those having difficulties.

In addition, homestay coordinators are helping students be better prepared before they leave home and to have realistic expectations for their sojourn. A number of ESL programs are sending their homestay students a new booklet, *The Essential Guide for Homestay Students in North America*, so that they can make the most of the homestay experience. This 60-page booklet covers everything from expectations to culture shock to how to make a sandwich. It is currently available in English, Japanese and Korean with versions in other languages being considered.

There is also a book available for homestay parents, the *Host Family Survival Kit*. This 215-page book explains the stages of adjustment that a student goes through and provides advice on handling day-to-day situations. It deals mostly with teenage exchange students, although some of the advice may be useful for families hosting young adults.

Classroom teachers are encouraged to do their part to help homestay students adjust to North American society. California's Monterey Institute of International Studies has integrated a number of homestay-related activities into its curriculum. In one project, students gather information about the immigration history of the host family and report this to the class. This helps students get to know their host family and also teaches them about the diverse backgrounds of families in America.

Other classroom activities include role-playing a dinnertime conversation with the host family or preparing a photojournal by selecting a photo that shows their experience in North America and writing a paragraph about it.

Regarding conflicts, however, teachers are urged to let homestay coordinators deal with any conflict that arises between a student and host family. When a student approaches a teacher about a homestay problem, the teacher is only getting one perspective on the story. Homestay coordinators have extensive experience in mediating any conflicts between students and hosts and have probably heard the

North Meets South in Canadian Homestay

When Brenda Cadena Costillo came to Canada to improve her English, her decision about accommodations was easy: homestay beat out other choices hands down. "To learn more about Canada, I think the best option is homestay," says the 23-year-old from Acapulco, Mexico. "I can find out how is the family, how are the customs."

Brenda admits that everything is different from what it is in Mexico, but she has enjoyed the experience since she arrived in May. "When you come here, you have to come with your mind open. When you come with this in mind, it is easy to adapt."

While studying at Queen's University in Kingston, Ontario, Brenda is living with host parent Margaret Skolnick and two other international students. She has enjoyed staying with other students because it gives her an opportunity to learn not only about Canada, but other countries as well.

"It's essential to respect the differences between people around the world," Brenda says. For example, Mexico is largely Catholic, but she likes to discuss religion with fellow students from Japan and Korea. "We can show our points of view as long as we have respect for each other."

With her fellow students, Brenda talks about music and pop culture. Conversations with her host mother give her a chance to learn about Canadian government and politics. She even found out that the Canadian style of cooking is very different. Her host mother carefully measures out every ingredient. "We never cook like this; my mother never does that. We do it like this," she says, pretending to grab a pinch of salt and throw it in a pot.

Brenda plans to return to Mexico in time to be with her family at Christmas and then look for employment. "I came here because English is very important to get a job."

exact same issues before.

For students who are still in high school, a somewhat different set of expectations exist. "Host parents treat them like teenagers of their own," says Dianne Eddy, homestay coordinator with the Langley District School Board in Langley, British Columbia. Each year, her board hosts about 300 international students, 250 of whom stay with local families. "You are a parent, but you are a second parent," says Eddy. "They have curfews. You need to make sure they do their homework and so on."

Eddy also makes it clear that the host families do not have legal responsibility for a high school student's actions. Hosts who are worried that a student's behavior is dangerous or illegal can contact the homestay coordinator at the local school. If the student fails to heed a warning, he is sent back to his native country.

Homestay as Highlight

Across the continent, homestay coordinators report that most students are very enthusiastic about their homestay experience. Sometimes students will move to an apartment after a term in a homestay. Coordinators advise that hosts should not be offended by this—the student may simply want to try living independently before returning to his or her native country. In some cases, homestay leads to lifelong friendships and to North American hosts traveling to their student's country to visit.

Ultimately, the success of the homestay depends on the student's willingness to be open to other cultures and on the host family's ability to understand the student's perspective. Says Nolte of Queen's University: "They get over the difficulties sooner or later, and then it's a very valuable learning experience. They realize that there are many good ways of doing things, not just one right way."

Concludes one student about his experience with a Canadian family: "I don't have any difficulties to live with them. I had a excellent time. They are always kind, even though they are busy. They tried to show me Canadian culture and helped me improve my English skill. Thank you to have introduced wonderful family."

Doug Ronson is a host parent in Kingston, Ontario and has made presentations about homestay at ESL conferences. He is currently working on a study comparing the gains in English proficiency of students living in homestay, apartments and college residence. He can be reached at ronson@ici-canada.com.

- *The Essential Guide for Homestay Students in North America,* 60 pages, $2 to $4 depending on the volume ordered. For more information contact icican@kos.net or call 800-615-8666.
- *Host Family Survival Kit,* 215 pages, $13.95. For more information contact interculturalpress@internetmci.com or call 800-370-2665.

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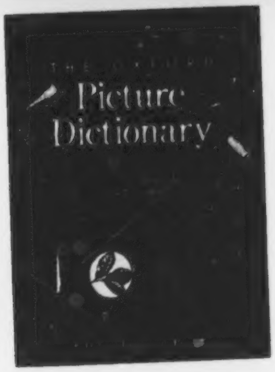

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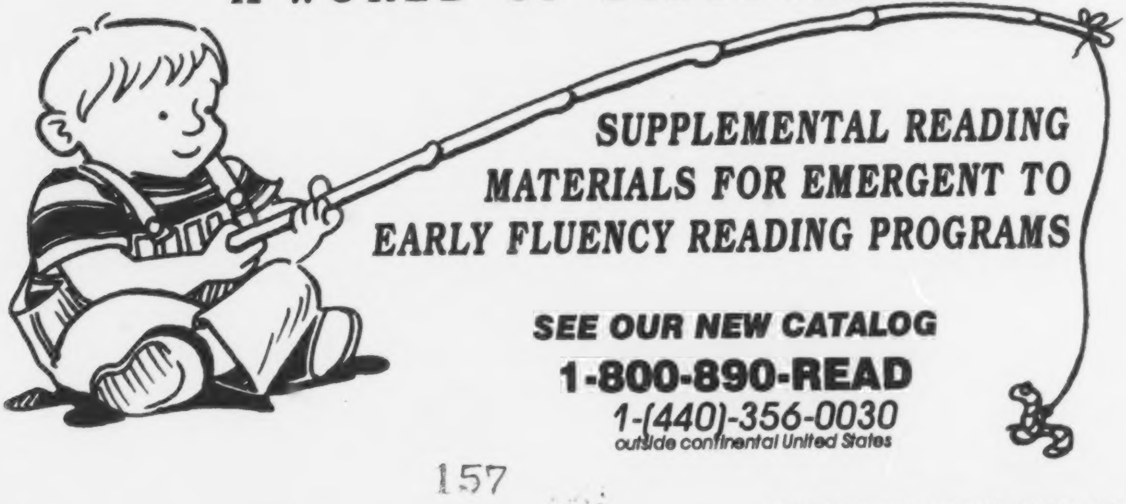

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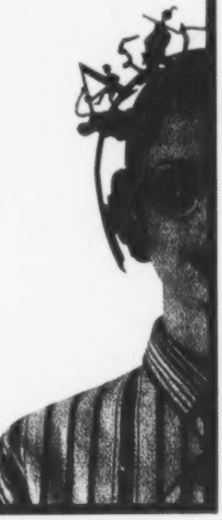

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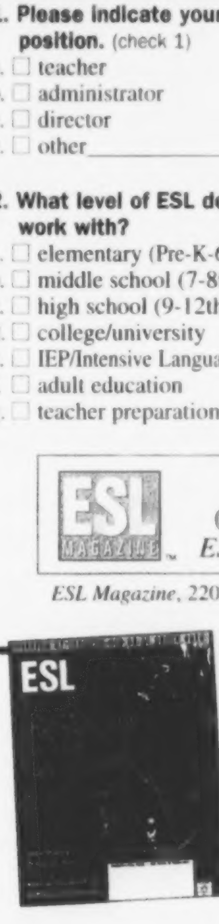

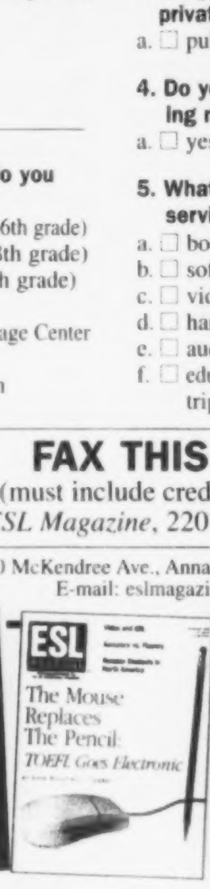
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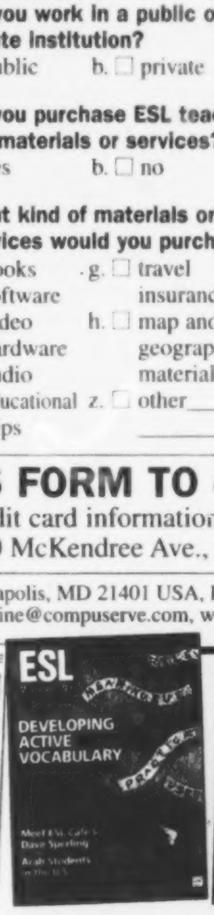
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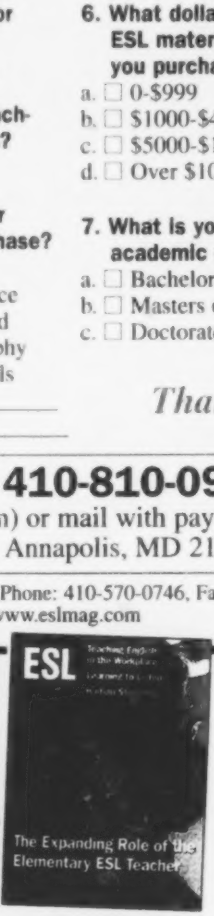
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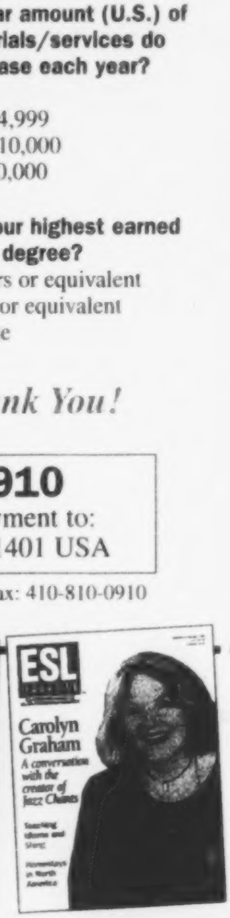
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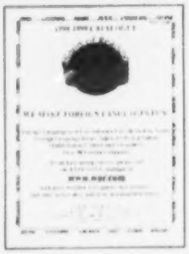

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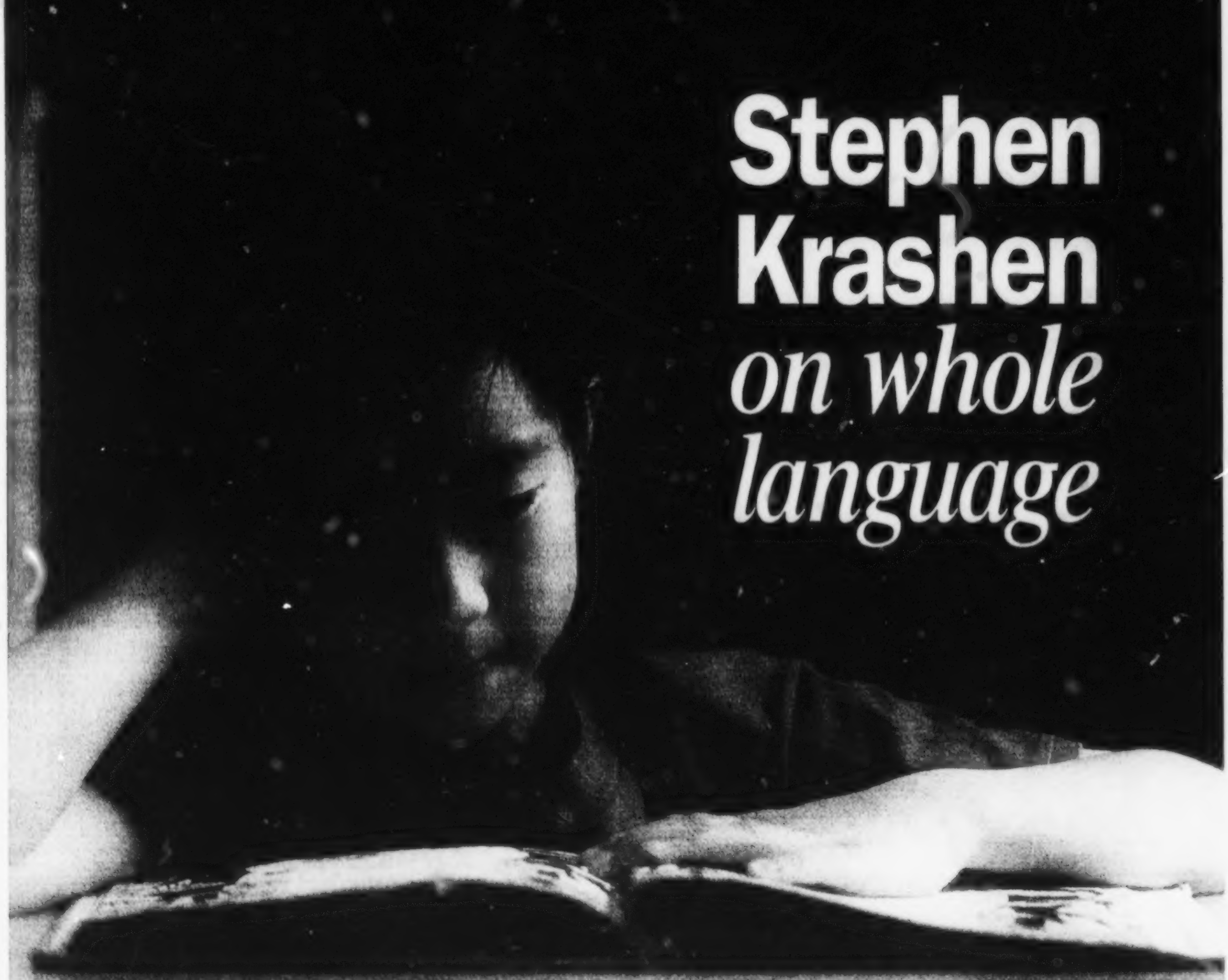

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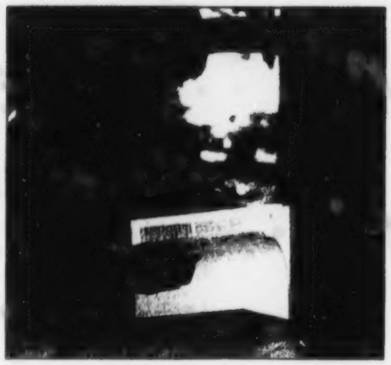

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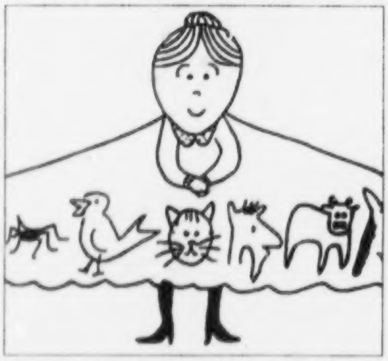

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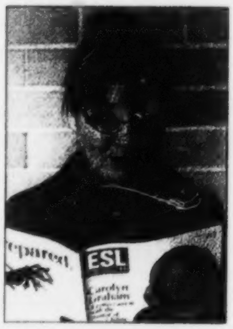

Larissa Zolotareva
Senior Faculty, Department of Foreign Languages for Special Purposes, Yakutsk State University, Northern Siberia, Russia.

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EDITOR'S NOTE

Developing Literacy with Literature

I have known Dr. Stephen Krashen since we were both professors in the City University of New York (CUNY) system in the 1970s. We were both teaching at the graduate center. He was also running the ESL institute at Queens College. He is a brilliant linguist as well as an ESL icon, and the influence of his theories has been felt worldwide. Dr. Krashen has contributed greatly to the fields of language acquisition, ESL, reading and bilingual education. We are very pleased to have him write our cover story on whole language. His discussion of the question "Has whole language failed?" reveals the success of this approach when correctly understood and applied.

In keeping with the topic of whole language, Mary Lou McCloskey presents compelling reasons for integrating literature with English language instruction. She also explains how to guide students successfully through literature so that they reap the linguistic, cognitive and personal benefits.

From their posts in the United Arab Emirates, Karen Asenavage and Bob Hunkin share a wealth of information and good advice on seeking and obtaining EFL teaching positions. Their perspectives as recruiters and teachers can streamline the process for the job seeker and help make his or her experience more rewarding.

Frank Tang and Helene Dunkelblau, both with extensive experience in teaching English to Chinese students, expose as myths six common beliefs about Chinese students and explain the realities that teachers must understand to meet the needs of their students.

Marilyn Rosenthal

Marilyn Rosenthal, Ph.D.
Editorial Director

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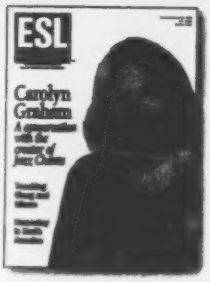

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Carolyn Graham

▶ The Carolyn Graham piece was a great tribute to a true ESL innovator and an inspiration to those of us who enjoy bringing the arts into our classrooms. In addition to hearing about her own material, I would also have loved to know which were Carolyn's favorite commercial recordings to bring into the classroom. In fact, that would make a nice article in itself.

—MICHAEL BERMAN
Montgomery College, Rockville, MD

Slang and Idioms

▶ I just read your Sept/Oct '98 issue and the article by David Burke, "Without Slang and Idioms, Students are In The Dark!" I wholeheartedly agree that we have to include idioms in guiding our students toward proficiency. I can remember my first experience in France. I'd learned proper textbook French only. I had five years invested in language study (this was back in the days of the audio-lingual method), and I felt as if I'd landed in the wrong country; there was so much I didn't understand in the way of slang and idioms amongst my French-speaking college student peers.

—LAUREN SCHAFFER
French Instructor, Ashland High School

Homestay

▶ I'm gratified to see a continuing discussion of the homestay experience for learners of English. I'd like to underscore two of the points presented. First, the need to provide complete and regularly updated logistical and cultural information to both the student and host family, both before and during the program itself, cannot be overemphasized. Secondly, those who've experienced homestays as learners would probably be the first to point out that much of the impact of the experience may not be apparent immediately. More likely, the process of learning about oneself, one's own culture and other cultures that began in the home of host family will continue for years afterward, as the puzzling, frustrating and amazing elements of the experience are reconsidered. Challenging as it may be for administrators, teachers and learners to mediate the cultural immersion process, the implications of the experience are long lasting and profound.

—MOLLY J. LEWIS
Director, Intensive English Programs
Monterey Institute of Int'l Studies

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▶ Thank you very much for this interesting article. May I suggest, for ESL teachers who live outside the United States or Canada and do not receive American captioned TV programs, to include in your magazine a list of educational videos with closed captions available for teaching in schools to children and adults.

—GENEVIEVE MOREL
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6th Annual Korea TESOL Conference

The 6th annual Korea TESOL conference was held at Kyung Hee University in Seoul, South Korea on October 17 and 18. The theme "Advancing Our Profession: Perspectives on Teacher Development and Education" attracted over 525 teachers from Korea, Japan and several other Asian countries. Conference goers attended over 120 presentations including three plenaries given by Dr. Donald Freeman, School of International Training, Brattleboro, Vermont; Dr. Carol Numrich, Columbia University, New York City; and Dr. Peter Robinson, Aoyama Gakuin University, Japan.

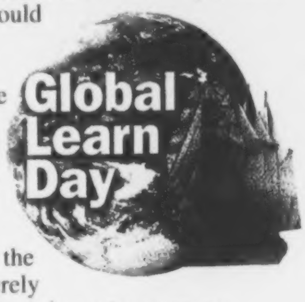
—Kirsten B. Reitan, Korea Correspondent

New Asia Journal Launched

The *Asia-Pacific Journal of Teacher Education and Development* (APJTED) has launched its first issue. This international academic journal is dedicated to theory development, empirical research, policy formulation, and practical improvement in teacher education, staff development and teaching in Asia. For more information e-mail apjted@ied.edu.hk.

Global Learn Day II Postponed

Organizers of Global Learn Day II have rescheduled their global webcast and virtual 'round-the-world voyage to December 19-20. John Hibbs, "Skipper" of the event, said, "We were not satisfied that our delivery methods would do justice to either attendees or to the exceptional presenters featured. There was simply more intellectual cargo than we could well load.



"From the beginning, we have said our conference was part expedition and part experiment. We were not willing to put the expedition or the experiment at risk when so much assistance would be provided in the next seven weeks. We sincerely regret the considerable inconvenience to so many, especially our presenters and our hosting partners."

More information about Global Learn Day II is available at http://www.bfranklin.edu.

LEP Student Statistics

The following are nationwide statistics for Limited English Proficient students in the U.S.

3.2 million	The number of limited English proficient students nationwide.
1.3 million	The number of students in state and local bilingual programs.
75%	Over 75% of all limited English proficient students attend high poverty schools.
640,000	Approximate number of students identified as limited English proficient that are not served through any special program.
100%	The percentage increase of limited English proficient students in less than a decade.
900,000	The number of LEP students served by Title VII.
Top 5	The five most common language groups for limited English proficient students are Spanish (72.9%), Vietnamese (3.9%), Hmong (1.8%), Cantonese (1.7%) and Cambodian (1.6%).

Source: Office of Bilingual Education and Minority Languages Affairs (OBEMLA), May 11, 1998.

Conference Calendar

November

- 6-7 **TexTESOL V State Conference**, Arlington, Texas. Contact Jean Conway, jconway@dcccd.edu. Expected attendance: 1,200.
- 6-7 **Oklahoma TESOL (OKTESOL)**, Stillwater, Oklahoma. Contact Ravi Sheorey, 405-744-9471.
- 7 **Washington Area TESOL (WATESOL) Annual Conference**, Bethesda, MD. Contact Goedele Gulikers, 301-982-1125. Expected attendance: 500.
- 7 **Georgia TESOL (GATESOL)**, Miniconference, Atlanta, Georgia. Contact Jessie Hayden, jhayden@aol.com.
- 7 **Los Angeles Regional (CATESOL)**, Los Angeles, California. Contact Monica Alcaraz-Snow, malcaraz@fullerton.edu.
- 13-14 **Washington Association for the Education of Speakers of Other Languages (WAESOL)**, Tacoma, Washington. Contact Barbara Reisman, 253-536-5081. Expected attendance: 800.
- 13-14 **TESOL France**, Paris, France. Contact Susan Foster Cohen, fosterco@jussieu.fr.
- 14 **TESOL Scotland**, Stirling, Scotland. Contact John Landon, johnlandon@mhie.ac.uk. Expected attendance: 200.
- 14 **Northern New England (NNETESOL)**, Manchester, New Hampshire. Contact Birna Ambjornsdottir, 603-647-0992. Expected attendance: 185.
- 19-21 **TESOL Ontario**, Toronto, Ontario. Contact Renate Tilson, 416-593-4243. Expected attendance: 800.
- 20-21 **Puerto Rico TESOL (PRTESOL)**, San Juan, Puerto Rico. Contact John Steele, jhsteele@caribe.net. Expected attendance: 1000.
- 20-21 **TESOL Italy**, Rome, Italy. Contact Lucilla Lopriore, lopriore@axrma.uniromal.it. Expected attendance: 900.
- 20-23 **24th Annual JALT (Japan Association for Language Teaching) International Conference**, Omiya Sonic City, Omiya, Saitama, Japan. Contact Janina Tubby, janina@gol.com. Expected attendance: 2,500.

January 1999

- 17-21 **Australia TESOL**, Sydney, Australia. Contact atesol99@ausconservices.com.au.
- 21-23 **Thailand TESOL (ThaiTESOL)**, Bangkok, Thailand. Contact Naraporn Chan-Ocha, scusp@mucc.mahidol.ac.th. Expected attendance: 600.
- 22-23 **Alabama-Mississippi TESOL (AMTESOL)**, Tuscaloosa, Alabama. Contact Susan Lucas, slucas@eli.ua.edu.
- 26-27 **TESOL Ukraine**, Khmelnitskiy, Ukraine. Contact Nina Lulkun, angl@ikc.podol.khmelniskiy.ua.
- 27-29 **Costa Rica Associación Costarricense de Professores de Inglés (ACPI)**, San José, Costa Rica. Contact ACPI, 506-222-5023. Expected attendance: 500.

February

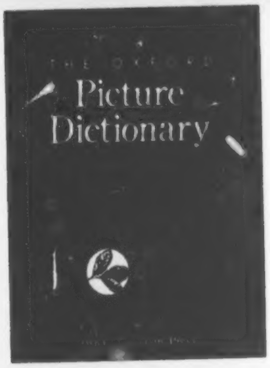
- 18-20 **British Columbia TESOL (BC-TEAL)**, Vancouver, British Columbia. Contact Kris Mirski, 604-736-6330. Expected attendance: 600.

March

- 26-27 **Massachusetts TESOL (MATESOL)**, Boston, Massachusetts. Contact Bea Mikulcky, 617-264-7393. Expected attendance: 600.
- 17-19 **TESOL Arabia**, Al Ain, UAE. Contact Geoff Stout, gcsalain@emirates.net.ae.
- 20-21 **TESOL Greece**, Athens, Greece. Contact Nadia Broome, 30-174-88459.

April

- 23-25 **TESOL Spain**, Madrid, Spain. Contact Steven McGuire, rafste@teleline.es.
- 15-18 **California TESOL (CATESOL)**, Reno, Nevada. Contact Shirley Altick, 702-329-7889. Expected attendance: 2000.
- 23-24 **Georgia TESOL (GATESOL)**, Athens, Georgia. Contact Terry Williams, 706-542-4095.
- 23-24 **Illinois TESOL/BE**, Chicago, Illinois. Contact Anna Cuomo, 630-829-6663. Expected attendance: 950.



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Has Whole Language *Failed?*

BY STEPHEN KRASHEN, PH.D.

The "failure" of the whole language approach to literacy development has been widely reported. I attempt here to give a clear definition of whole language, discuss some of the research, and provide some information about the impact of whole language in California.

What is Whole Language?

There are several competing definitions. One use of the term "whole language" refers to what we will call the Comprehension Hypothesis. Other definitions are very different, even contradictory to the Comprehension Hypothesis.

The Comprehension Hypothesis

The Comprehension Hypothesis (also known as the Input Hypothesis, Krashen, 1985) claims that the development of literacy and the development of language in general occur in only one way: when we understand messages. Smith (1975) stated the Comprehension Hypothesis in the title of his book *Comprehension and Learning*, claiming that comprehension and learning are very much the same thing. Reading pedagogy, according to the Comprehension Hypothesis, focuses on providing students with interesting, comprehensible texts, and the job of the teacher is to help children read these texts, that is, to help make them comprehensible. The direct teaching of "skills," e.g., phonics instruction, is helpful only when it makes texts more comprehensible.

More precisely, comprehension of messages is necessary for language acquisition and literacy development, but it is not sufficient. It is certainly possible to comprehend a text or message and not acquire anything. We acquire when we understand messages that contain aspects of language that we have not yet acquired but that we are developmentally ready to acquire.

The Comprehension Hypothesis claims that we learn to read by reading (Goodman, 1982; Smith, 1994a) and that other aspects of literacy competence are the result of meaningful reading. Reading, it is claimed, is the source of much of our vocabulary knowledge, writing style, advanced grammatical competence and spelling.

One use of the term "whole language" refers to what we will call the Comprehension Hypothesis. Other definitions are very different, even contradictory...

The Incomprehensible Input Hypothesis

Incredibly, whole language has also been described as just the opposite of the Comprehension Hypothesis: providing incomprehensible input. Los Angeles Times reporter Richard Colvin (1995) characterizes whole language as giving children texts they do not understand:

> *The frustration of students taught with the whole language method was obvious last year in the faces of her first graders, said Tammy Hunter-Weathers, a teacher at Hyde Park School in the Crenshaw area of Los Angeles. "The children were in tears," she said, when they were asked to read texts even though they did not know the letters or sounds. "They look at you with three paragraphs on a page and they say, 'What do we do with this?'"*

This is not the Comprehension Hypothesis version of whole language. Practice based on the Comprehension Hypothesis will focus on providing interesting and comprehensible texts, and an important role of the teacher is to help children understand them.

The Output Hypothesis

Delpit (1986) has argued that "holistic teaching approaches" do not give minority children competence in the forms "demanded by the mainstream" (p. 383) and recommends the teaching of skills in context. Delpit's view of whole language, however, was instruction that emphasized a great deal of writing: "I focused energy on 'fluency' and not on 'correctness'" (p. 381).

Delpit's conclusion that a focus on writing fluency will not do the job, although not supported with data or writing samples in her report, is consistent with research on writing (Krashen, 1993). There is no support for the hypothesis that writing itself causes language acquisition or literacy development. Acquisition of the conventions of writing, it has been argued, is a result of reading, not writing (Smith, 1994b; Krashen, 1993). Delpit does not mention whether reading was emphasized in her classes.

The Comprehension Hypothesis does not suggest that we avoid writing. There is evidence that writing, while not a means of language development, is a powerful way of clarifying thinking (Krashen, 1993).

Look-Say

Shanahan, the CEO of Gateway, the company that produces *Hooked on Phonics*, claimed that his son had been taught "with what was known as the whole language method and was expected to remember hundreds of whole words by their shapes, with occasional clues from pictures or context" (Shanahan, 1994, p. 3). This is neither whole language nor an application of the Comprehension Hypothesis but is "Look-Say," a method that focuses on the memorization of sight words.

No Phonics?

The Comprehension Hypothesis does not forbid the direct instruction of phonics. Weaver (1994) and Krashen (1996) have pointed out that proponents of phonics typically support the teaching of just the straight-forward phonics rules and expect children to "induce" the more complex rules. This is exactly the position of those sometimes considered to be anti-phonics. There is surprising agreement when one looks at the research. Smith's conclusion (Smith, 1994a) appears to be the most reasonable: Teach "skills" when they help make texts comprehensible. It is, of course, an empirical question just how useful direct teaching of phonics is in making texts comprehensible.

What is Whole Language?

The term "whole language" does not refer only to providing interesting, comprehensible texts and helping children understand less comprehensible texts. It involves instilling a love of literature, problem-solving, critical thinking, collaboration, authenticity, personalized learning and much more (Goodman, Bird and Goodman, 1991). In terms of the process of literacy development, however, the Comprehension Hypothesis is a central part of whole language.

Does Whole Language Work?

The claim has been made that skills-based approaches produce results superior to whole language approaches. The origin of this claim is Chall (1967) who concluded that methods which stressed systematic phonics instruction were superior to methods that stressed intrinsic phonics (less phonics and in context) and that both systematic and intrinsic phonics were superior to "Look-Say," which involved no phonics at all. None of these comparisons dealt with the kind of whole language considered here, that is, methods that emphasize a great deal of interesting, meaningful reading. After a review of more recent studies of method comparisons involving beginning readers, I have concluded that when "whole language" is in fact real reading, it does very well. Students in classes that do more real reading have better attitudes toward reading (McKenna, Stratton, Grinkler and Jenkins, 1995; Merver and Hiebert, 1989), read more (Freppon, 1995), do as well as traditional students on tests in which the focus is on form, do as well or better on more communicative tests (Merver and Hiebert, 1989; Hagerty, Hiebert and Owens, 1989; Morrow, O'Connor and Smith, 1990; Klesius, Griffith and Zielonka, 1991; Morrow, 1992) and show better development of the kind of language used in books (Freppon, 1995; Purcell-Gates, McIntyre and Freppon, 1995).

Whole language involves instilling a love of literature.

Foorman, Francis, Beeler, Winikates and Fletcher (1997) is the only apparent counterexample to the generalization that students who do more real reading will outperform those who do less. It was not clear in this study, however, that the "whole language" children did more reading than the other children; the abysmal scores in reading comprehension for all subjects in this study suggest that none of the groups did much reading.

On the other hand, when whole language is not defined as real reading, it does not do well when compared to skills-based methods. Here are some examples:

- In Holland and Hall (1989), no differences were found between whole language and a basal method, but the whole language method emphasized deliberate vocabulary development and a focus on words in isolation.
- In Reutzel and Cooper (1990), results favored whole language, but both groups read a great deal.
- In Eldridge and Baird (1996), a "phonemic awareness" approach was claimed to be superior to whole language, but "whole language" included "studying" words and sentences in stories. Also, the children in whole language "were taught to read" using a basal reader (p. 198).

Stahl, McKenna and Pagnucco (1994) reported in their metanalysis that whole language students were better in four studies, traditional methodology was better in one study and no difference was found in 12 studies. While all studies analyzed by Stahl et al. are listed in their bibliography, they do not tell us which studies were used in the analysis. In addition, many of the studies are unpublished. We thus have no idea what "whole language" meant in this analysis.

Method comparison studies thus show that whole language is not a failure. On standardized tests, children who do more real reading do as well as or better than children who read less, and they consistently do better on other measures, a result very similar to that found for sustained silent reading for more advanced readers (Krashen, 1993).

A Decline in California?

There is the perception that reading performance has declined in California because California fourth graders did so poorly on the recent National Assessment of Educational Progress (NAEP) compared to other states, and in 1987 a literature-based approach was officially endorsed by the state. But there is no evidence that reading scores have declined in California, as shown by the California Assessment Program (CAP) scores from 1984 to 1990:

CAP Scores

Grade	1984	1985	1986	1987	1988	1989	1990
3	268	274	280	282	282	277	275
6	249	253	260	260	265	262	262
8	250	240	243	247	252	256	257
12	236	241	240	246	250	248	251

Source: Guthrie et al., 1993, cited in McQuillan, 1998.

To be sure, California did poorly on the NAEP test, but as McQuillan

(1999) has pointed out, performing poorly is not the same thing as declining.

There is strong evidence that California's poor performance is related to its print-poor environment. California ranks last in the country in the quality of its public libraries. In addition, its children do not have reading material at home; California ranked ninth in the country in the number of children ages five to 17 living in poverty in 1995 and near the bottom of the country in the percentage of homes with more than 25 books in the home (McQuillan, 1998). Moreover, all of these variables are strongly correlated with NAEP reading scores (Krashen, 1995, McQuillan, 1998). All this points to the conclusion that California's problem is not whole language but a lack of reading material.

Has Whole Language Failed?

Whole language has not failed. If it is defined, in part, as providing children with comprehensible and interesting texts and helping children understand them, it has done extremely well.

Stephen Krashen, Ph.D., (Linguistics, UCLA) is currently professor of Education at the University of Southern California.

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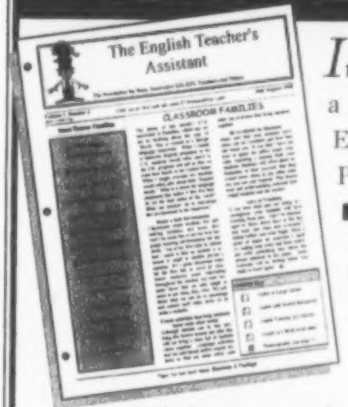

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Web Resources for Feature Films in the ESL Classroom

The use of feature films seems to be increasingly popular in the ESL/EFL classroom. Teachers include them for a variety of reasons: to improve students' listening skills, to introduce aspects of American culture, to supplement the reading of literary works and to provide variety. The Web offers numerous sites that can help teachers who want to plan lessons based on films.

Cinema History

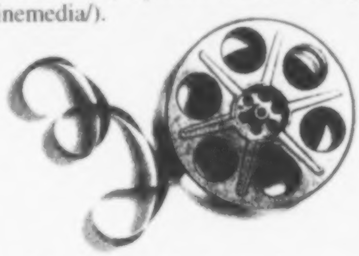
Teachers who would like some background information on film history should consult the site of Professor Robert E. Yahnke from the University of Minnesota. Yahnke is working on a cinema history and has posted the first six chapters of his work on the Web. The URL is http://www.gen.umn.edu/faculty_ staff/yahnke/film.

Film Lists

When trying to decide which films to use, teachers can peruse the numerous lists of films on the Web. Perhaps the most prestigious is the American Film Institute's list 100 Greatest Movies of All Time which can be found at http://AFI.100movies.com/100list.as. Personal lists such as Fifty Great Films compiled by Professor Yahnke are also available at http://www.gen. umn.edu/faculty_staff/yahnke/film/Default.htm.

Film Databases

Two databases that are invaluable for teachers seeking information on specific films are The Internet Movie Database (http://us.imdb.com) and CineMedia (http://www.afionline.org/cinemedia/).



The Internet Movie Database contains a wealth of information. It is an excellent site for film reviews. It has sections devoted to actors, actresses, directors, writers, composers, producers and others. There are filmographies (over 2,250,000) and biographies. Other features include box office information, links to theater schedules online and a movie quiz.

CineMedia boasts that it is the largest film and media directory on the Internet. It offers more than 20,000 links to sites in the following categories: films, video, directors, research, festivals and others.

Trailers and Sound Clips

Trailers of movies that are now playing or that are coming soon can be viewed in Real Video at http://movielist.simplenet.com. Clips of sound tracks of current and past movies can be heard in Real Audio at http://www.movietunes.com.

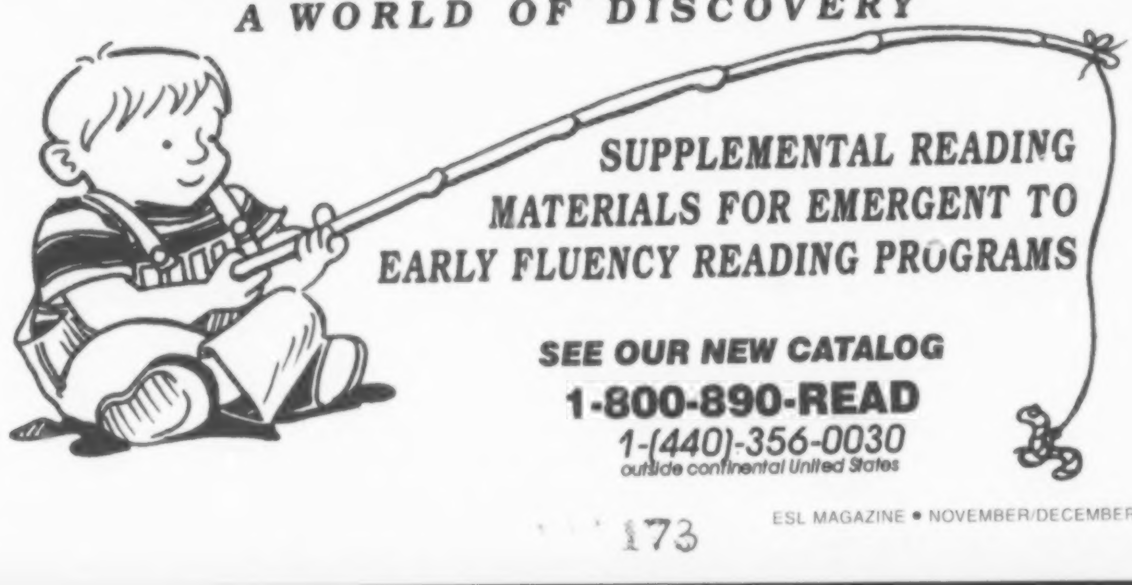
Buying and Renting Films

If the films are not available locally, teachers can buy or rent them through the Internet. A site that I have used to order hard-to-get Italian films is http://reel.com.

Teachers can, therefore, find a large quantity of materials that will assist them in successfully integrating films into their courses. Not only is the showing of films pedagogically sound, it is also enjoyable for students and teachers alike. And gathering information about films on the Web can be fascinating.

Note: The URLs given in this column were active at press time.

Christine Meloni can be contacted at meloni@gwu.edu.



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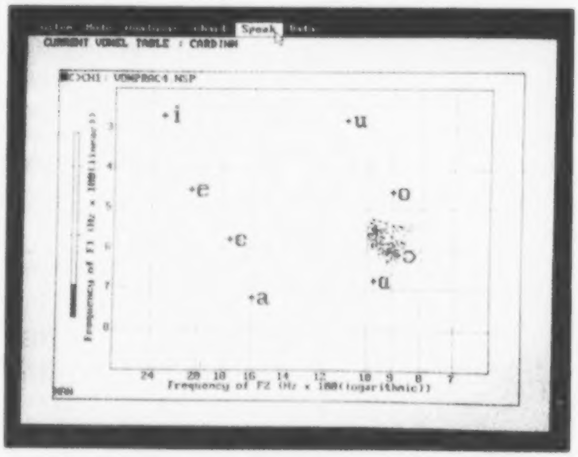
Speak
CURRENT VOWEL TABLE : CARDINA
Frequency of F1 (Hz x 100(linear))
Frequency of F2 (Hz x 100(logarithmic))
i
u
e
o
ɛ
ɔ
ɑ
a
24
20
18
16
14
12
10
9
8
7
3
4
5
6
7
8

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LITERATURE FOR LANGUAGE LEARNING

BY MARY LOU McCLOSKEY, PH.D.

It's two in the afternoon on a sleepy, warm day in May in Georgia. But no one is sleeping in Ms. William's class of sixteen high-school ESOL students from six countries. Ms. Williams introduces a Yiddish folk tale "It Could Always be Worse" by having students share some of their own past troubles and mishaps. She then reads the story aloud. She reads of a foolish man who is unhappy with his life and of a clever rabbi who uses outrageous means to teach the man to appreciate what he has. Many of the students are amused by the foolish man in the story, but Vu, a Vietnamese teen who lived through many trials and much suffering before arriving in this Georgia high school, looks troubled. "Why we read these stories," he asks, "if they are all a lie?"

Why use literature?

What a wonderful, thoughtful and challenging question Vu asks! Why indeed should we use literature for language learners? Literature is valuable and valid for learners of English because it can help them accomplish important goals: enhancing students' imagination, interaction and collaboration while building skills and schemata for language development. Let's consider a few of these compelling reasons for using literature with language learners.

■ **Motivation**—Literature motivates students by addressing themes they care about. In response to the question Vu asked in Ms. William's class, Sonia, a student from Mexico, eagerly shared her reasons why stories that seem to be only lies have important truths in them: "Many people are like funny man in the story," she said. "They think their life very hard, but it way of thinking that make life hard." Good literature is about the human experience; it is meaningful to students from many cultures and language backgrounds.

■ **Models**—Quality, age-appropriate yet accessible literature provides models of language with sophistication and complexity that challenge language learners to develop new vocabulary in context, learn effective use of mechanics to convey meaning and acquire the structures of the language. Beatris, a student in Newton County, Georgia, wrote her poem "Ode to My Jacket" after studying Pablo Neruda's "Ode to My Socks." She incorporated and adapted many of the poet's structures into her own composition about her own experience. Neruda's "which she knitted herself with her sheepherder's hands" becomes Beatris' "that she bought with her own money out of her own pocket."

■ **Imagination**—Literature offers students ways to imagine and think creatively. Students like Vu, who have spent much of their lives just fighting for survival, need both the freedom and the opportunity to cultivate these abilities. Good literature demands thought from the student reader. Students who are learning a new language need and deserve the challenges to their imaginations that appropriate literature provides.

■ **Interaction and collaboration**—Language is best learned in settings in which it is used for authentic purposes. Well-selected literature can provide a common text and a common experience that gives students opportunities to construct knowledge by "negotiating" or "figuring out" meaning for themselves. With well-constructed collaborative activities, students will understand the literature better, relate it to their own ideas and experiences and incorporate the literature into their own actions and projects. After her students studied two folk tales, Ms. Bell encouraged them to work in small groups comparing and contrasting the stories using a story map. This graphic organizer (see left) provided just enough structure to help students understand the challenge of the task. Gradually they began to interact until the room buzzed with problem solvers.

Story Mapping: Comparing Two Folktales

Title	*It Could Always be Worse* by Margot Semach	*Ming Lo Moves the Mountain* by Arnold Lobel
Characters	Man, Rabbi	Ming Lo, Wife, Wise Man
Setting	Small village in Europe	Near mountain in China
Problem	House is too crowded	Mountain is too close to house
Reaction	Ask Rabbi for help	Ask Wise Man for help
Goal-setting	Man—peace Rabbi—teach the man to be happy with what he has	Man—to move the mountain Wise Man—to move Ming Lo
Attempt to teach Goal	Take in chickens Take in goat Take in cow	Try to move mountain with tree, noise, bread and cakes
Outcomes	Things get worse and worse	Nothing works
Resolution	Takes animals out and lives peaceful life as he was	Wise Man has people move themselves and think they moved the mountain

■ **Reading Development**—When students spend time reading, they get better at it. Many studies have shown that if students read texts that interest them and that are at the right difficulty level, just spending time reading books of their choosing will increase students' vocabulary, reading comprehension and understanding of what books can do for them. This, of course, doesn't mean that students learning English don't need careful reading instruction. They do—by teachers knowledgeable in teaching reading who make an effort to understand students' cultural and linguistic backgrounds. But it does mean that we need to provide books and time for students to spend with them.

Finding these books can be a challenge since the "right" level for language learners is not necessarily "at grade level" for these students, and materials at the "right" language level are not necessarily age-appropriate. But the challenge is not insurmountable—it just demands efforts by teachers, media specialists and schools to select materials carefully and to include appropriate works for learners of English in their collections.

What literature should we choose?

It's DEAR (Drop Everything And Read) time in Mr. Sosa's fourth grade bilingual class. Students are sitting at their desks, standing in front of a big-book rack and sprawled on pillows at the reading center—each one engaged in a book. Mr. Sosa has a large classroom library of English and Spanish books he has amassed from book clubs, donations and his personal purchases. He supplements the classroom collection each month by borrowing a stack of books from the media center on the current themes and topics the class is studying.

Learners of English need works from many genres—fiction, nonfiction, poetry, songs, plays, speeches—works that provide useful, real, high-quality language models. We don't need to "water down" or rewrite literature for students—we only need to choose it carefully and teach our students how to choose it carefully. What are Mr. Sosa's criteria in putting together his classroom collection?

■ **Student interest.** Is the material appropriate to the ages and interests of

Scaffolding for Reading
Providing Support Through the Reading Process

1. Read Aloud. After developing the schema and background, introduce a text by reading it aloud to students. You may choose to read through the entire text the first time for continuity. Stop to ask and answer questions when needed during the second and subsequent readings. Ask students which words they don't understand and provide pictures, translations or definitions as needed. Read Aloud is a good way to familiarize students with the text to prepare them for other kinds of reading. It also provides a model for pronunciation, phrasing and expression.

2. Choral Reading. Students each have their own copy of a text. They all read aloud together. Often the teacher or a student stands in front of the class to lead the choral reading. When reading dialogues, plays or stories with dialogue, different groups often read different parts of the text. Assessment suggestion: After students are comfortable with a text, have a student lead the choral reading while you walk around the room, standing behind individuals as they read. Note their progress on self-stick notes for individual folders or on a class checklist.

3. Reciprocal/Paired Reading. In this form of paired or group reading, readers participate in a dialogue about the text. Each person takes a turn as "teacher," reading a short passage and asking questions about it to the group. Turns may rotate after a paragraph or a longer section. In preparation for Reciprocal Teaching, students learn the strategies of summarizing, clarifying, question-generating and predicting. Teachers model the "teacher role." The student "teacher" then uses these strategies in questioning and leading the group discussion.

4. Jigsaw Reading. The teacher divides a long reading into sections. One or two individuals in a group read each section and prepare to teach it to the group. When the group meets, each individual teaches the group about the section he or she read. The teacher uses a "group quiz" or the "numbered heads together" cooperative learning strategy to ensure group responsibility for the content and to assess comprehension.

5. Shared Reading. After initial Read Aloud, the class or group reads together from a shared text in a big book, on the overhead projector or on a chart. Texts usually have elements of rhyme, rhythm and repetition and are read many times. Teachers use the content of the text to discuss ways to unlock meaning from text: literary concepts, background or content-area concepts, vocabulary, grammar and conventions of print.

6. Guided Reading. The teacher works with a small group of students who have similar reading processes. Books are carefully leveled. Teachers select and introduce new books and support students as they read the whole text to themselves. Based on close observation of students' reading, teachers make relevant teaching points during and after the reading.

7. Intensive Reading: Marking a text. Students read and mark a short text for a specific purpose, e.g., "Underline the words in this poem that puzzle you." [Purpose: to assess and then teach vocabulary.] After discussing and resolving questions regarding the first marking, students read and mark for other purposes and discuss, e.g., "Circle the line of the poem that is the most surprising." [Purpose: discovery of typical structures of text.] "As you listen to me read the poem, underline the words I stress." [Purpose: to develop awareness of stress.]

8. Independent Choice Reading. Students are taught how to choose books at their independent reading level, are given a choice of interesting and appropriate books and are provided with time for sustained silent reading. Teachers may ask students to keep a record of books they read, to read books to parents and have parents keep records, and/or to respond to readings in literary journals.

the students? Mr. Sosa doesn't have rigid criteria about the format of the books. He knows, for example, that picture books are sometimes very appropriate for older learners. Many picture books have powerful themes, rich illustrations and can be very appropriate for older learners who are delighted to have texts they can read. Mr. Sosa has had instances of students in his class teasing others about reading "baby books." He addressed the problem first by making it clear that in his class, people didn't make fun of one another. He then taught all the students how to help one another choose books they could read. Finally, he brought in some books in several languages and asked students to read them. Everyone found "baby books" that were too hard for them because they were in a new language, and everyone grew in empathy for struggling English and Spanish readers.

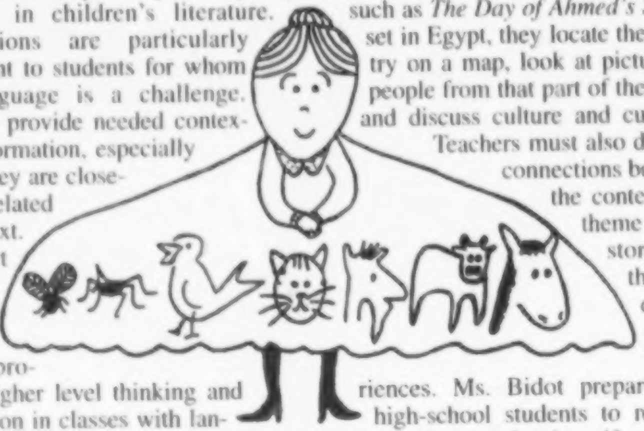
■ **Linguistic accessibility.** Are the books within the reach of students? Mr. Sosa keeps books in separate baskets at a wide range of reading levels—from wordless picture books to challenging "chapter books." To help a student choose DEAR time books, he asks the student to read a 100-200-word passage from a sample book in a basket to see if the level is appropriate. If students don't know the meanings of 5-10% of the words and can't summarize the passage, both teacher and students know that the book is probably too difficult and that they should look in a different basket.

■ **Quality language.** Although the language in books students read should be accessible, Mr. Sosa knows that students want and deserve rich, interesting language as well. Teachers may need to provide selections with simpler structures and vocabulary for learners of English, but the ways that the author uses language can be rich and interesting. Students need such language to help them develop high-level thinking as well as to build vocabulary and schema in the new language.

■ **Cultural relevance.** Mr. Sosa knows that although students are delighted to learn about others through literature, they also want to see themselves in books. He works to find books that depict the cultural backgrounds of his students—both in home countries and in immigrant situations. He includes books by individuals from many cultures so that he can have confidence in the accuracy of the cultural information they contain. He also strives to avoid books with stereotypical views of cultures and tries to find a variety of representations of the many cultures—from traditional stories set long ago to present-day events in ever-changing cultures of the modern world. Finally, because he knows the importance of identity in learning and development, Mr. Sosa looks for stories of empowerment—stories that help students value themselves and their unique cultural heritage and learn to work effectively and solve problems peaceably with others.

■ **Relevance to the curriculum.** Mr. Sosa knows the value of teaching language thematically in order to recycle, re-use, and build on related vocabulary and language structures. His classroom book collection is always supplemented with a set of library books on the current theme and he encourages students to seek out and contribute works as well.

■ **Quality illustrations.** Mr. Sosa works to develop his eye for quality artwork in children's literature. Illustrations are particularly important to students for whom the language is a challenge. Pictures provide needed contextual information, especially when they are closely correlated to the text. Fine art illustrations can also promote higher level thinking and discussion in classes with language learners. The students' access to visual art is not limited by their language levels, so in this area they can use and stretch their intellectual capacities.



How do we use literature effectively with learners of English?

A teacher who is convinced that using literature will be effective with learners of English and who has worked hard to acquire appropriate texts will also need to know what strategies best support students as they learn language through literature (and learn about literature through its language).

Thematic organization offers students opportunities to relate concepts and works of literature to one another. The revisitation of themes, ideas and terms provides enhanced contextual information that makes the language more understandable to students and provides the repetition with variation they need to remember the new language. Themes can be developed in many forms. One month, Ms. Willingham's second grade class read every book in the library by Carmen Lomas Garza. They studied the author's home region of south Texas as well as other books related to her themes.

Inevitably, in multilevel classrooms with new learners of a language, students will be addressing texts that are very challenging for them. The "into-through-beyond" model is a means for supporting students in their study of literature.

■ **Into—Before you read.** Before students read a text, teachers need to help them develop the background knowledge necessary for understanding the work. If Ms. Willingham's class is reading a story from another country such as *The Day of Ahmed's Secret*, set in Egypt, they locate the country on a map, look at pictures of people from that part of the world and discuss culture and customs. Teachers must also develop connections between the content and theme of the story and the students' own experiences. Ms. Bidot prepares her high-school students to read an article about school uniforms by encouraging them to exchange their own experiences and opinions about uniforms. They come to the literature "tuned in" with background information, language and personal investment.

■ **Through—As you read.** Teachers may use a variety of strategies that provide scaffolding and support for students as they read. To develop the story schema of the story-song "The

Old Woman Who Swallowed a Fly" with his kindergarten ESOL students, Mr. O'Brien uses graphic organizer (shown on page 16) as he reads (and sings) the story aloud. To teach reading skills to her third-grade ESOL students in context, Ms. Ong uses the shared reading strategy. To help students develop strong questioning skills and improve their reading comprehension, Ms. Bell uses "reciprocal teaching" with her middle school students. She teaches students to ask one another various types of questions as they read—questions for summarizing, clarifying, predicting, etc.

■ Beyond—After you read. Interacting with literature is a fine beginning, but the learning extends far beyond the last word of the selection. Discussion, cooperative learning activities, retelling, dramatizing and many other projects can help students apply the information and values they've acquired through literature. After reading stories about courage, the freshman students in Ms. Ennis's English for ESOL class write their own stories about the courageous people from their own lives—friends, family members and neighbors they've met or heard about. The stories are revised, edited, illustrated and bound into a lovely class book called *Caring and Courage*.

Vu asked a challenging question: "Why should we read stories that are all lies?" The value of such stories for learners of English is found in the truths students discover in these "lies," in the language learning that literature promotes, and in the growth of students' minds. Teachers must choose literature to meet the needs of language learners and use literature to scaffold these students' linguistic and cognitive development. Perhaps the most important truth is in what we do in classrooms where teachers and language learners are reading, analyzing, discussing and reflecting on literature that has meaning for their lives.

Mary Lou McCloskey, Ph.D., author of texts and series for ESOL teachers and students, has worked with children, teachers, schools, universities, districts, and departments and ministries of education on four continents.

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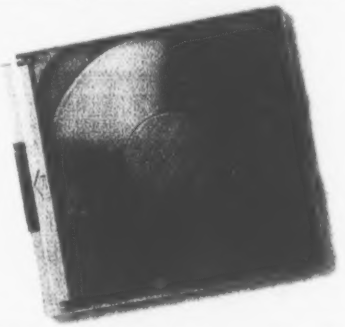
Multimedia CD-ROMs Promote Language Learning

BY DUANE M. SIDER

Over the past few years, multimedia CD-ROM technology has proliferated. Many ESL/EFL professionals are enthusiastic about the potential of multimedia CD-ROM materials to revolutionize the contemporary classroom. Others are skeptical about a computer's ability to do a teacher's job. Some worry about computers replacing teachers in the classroom. Given the variety of materials available and the competing opinions regarding this technology, it is important to consider its value for English language instruction.



Perhaps the greatest benefit of well-designed multimedia CD-ROMs is their ability to approximate the natural process by which languages are acquired. A child usually learns language by hearing simplified speech in a context that provides the cues to make this speech comprehensible. True "immersion-style" CDs provide the natural speech along with thousands of real-life photographs and video. These programs clearly convey meaning through a rich context so that students rapidly associate words in the new language with familiar objects and ideas. By drawing on students' natural instinct for learning language, true immersion programs on CD-ROM can increase comprehension and reduce learning time. Programs that provide the opportunity to practice speaking and writing with computers complete the natural language learning process.

A second important characteristic of this technology, the ability to give immediate feedback and verify comprehension, is also part of the natural learning process. This can be difficult for a teacher to do for each member of a class.

Another benefit of interactive CDs is their ability to captivate students with sound, pictures, text and video. Interested students are teachable students!

Multimedia CD-ROM technology also provides individualized instruction. The best programs engage learners at their own levels, in their own styles and at their own paces. Students can also easily accrue the practice time they need. Another advantage is that it allows teachers to provide personalized attention while managing an entire class effectively.

For ESL/EFL programs, CD-ROM technology offers unique resources for efficient and effective language acquisition when it is combined with immersion-style teaching methods. Working independently, students use CDs to master basic vocabulary, language structures and communication skills, building a solid foundation in the language and the confidence to learn. Teachers can then create settings in which students practice and expand their language skills and receive personal responses to their questions. CD-ROM technology provides the flexibility of selecting isolated chapters for use in conversation groups, coordination with theme or task-based activities, review of problem areas or inductive grammatical study. This approach makes best use of the computer and the teacher.

Despite the many benefits of multimedia CD-ROM technology, teachers need not fear that they will be replaced; computers free teachers to teach—to provide the personal, human interaction that promotes learning. Good teachers will always discover how to use the best new tools of instruction for the essential work of teaching.

Duane M. Sider, Fairfield Language Technologies, http://www. trstone.com

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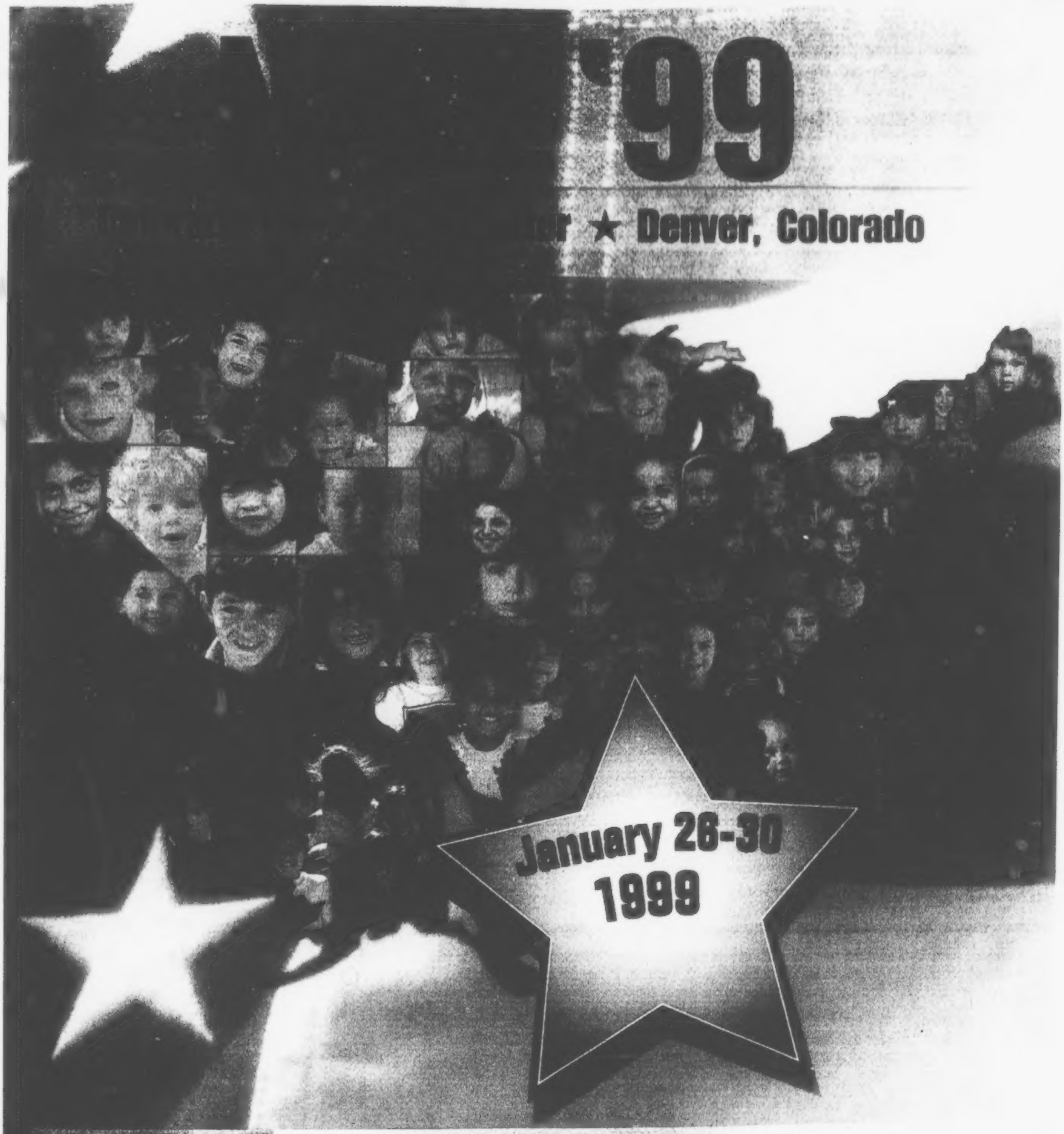
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EFL POSITIONS: FINDING THE RIGHT JOB

BY KAREN ASENAVAGE AND BOB HUNKIN

Considering a change to an EFL setting? The process of discovering, evaluating and applying for EFL teaching positions and actually getting hired outside your home country can be daunting. However, there are steps to take and resources available to make the process manageable. So, before you pack your bags and hop on the next plane, take a few things into consideration. Finding the right job before you go can help make the difference between professional success or a professional nightmare.

Consider Your Reasons

First of all, think about why you might want to go overseas. A little self-examination is a good idea. You should have several compelling reasons or you could be a first year dropout. Need money? Need international experience? Want adventure? Want to travel? Want to get away from a problem situation?

You can go anywhere to get international experience and adventure. And any large continent will provide a wide range of travel opportunities. If you have heavy financial commitments, you'll have to head to the Middle East. Unfortunately, you can't go anywhere to escape problems. In fact, going overseas often magnifies those very same problems. One EFL instructor once commented, "If you have a crack in your character, it can turn into a pothole overseas!"

Consider Your Destination

Now think about where you might want to go. Be realistic about the limits of your tolerance. Can you endure temperatures over 110 degrees or snow and ice for eight months out of the year? Do you want to be near an ocean? Live in a large city or a small village? Are there any ethnic groups that you've had experience with that you would love to work with again? Are you fluent in another language and want to live where it is spoken? Can you handle the pollution and poverty that are inevitable in a number of countries with EFL jobs? Ask yourself if you could live in a place that has cultural restrictions different from those you are used to. Remember, too, that the European Community (EC) countries aren't likely to hire a foreigner to fill a position that one of their nationals can fill. Ultimately, it's best to focus your search on a specific place. You'll save time looking for and preparing for the job you want!

Consider Your Qualifications

While it's true that you can get a job almost anywhere abroad just because you speak English, those EFL/ESL professionals with the top qualifications take the best jobs. The American Master of Arts degree (MA) in teaching English as a second language (TESL) or in a related field is sufficient to get a job nearly everywhere, but the coursework should include a practicum. An MA with experience is more valuable than one without it.

Good employers in a British-influenced setting usually require the University of Cambridge Local Examiners Syndicate (UCLES) Certificate or Diploma (formerly and more commonly called the RSA, Royal Society of Arts Certificate or Diploma). These are British postgraduate EFL teacher training qualifications. The Trinity College Certificate and Diploma are also well-recognized.

In general, the difference between the American MA and the UCLES-RSA Certificate and Diploma is that the typical American MA, while it includes many practical and applied linguistic aspects, is broadly theoretical. The UCLES-RSA qualifications focus on practical classroom skills and the theoretical basis for them. Most British MA's require practical teaching qualifications like the UCLES-RSA or considerable experience. They are therefore less likely to include a practicum. The UCLES-RSA Certificate and Diploma are both available in the United States.

In addition to your academic qualifications, it is helpful to acquire as much teaching experience as you can, preferably at all levels of English proficiency. Most employers look for several years' experience. For teaching positions in tertiary or university education, three to five years of experience is the normally required.

Also, don't limit your experience to mainline ESL/EFL. Consider getting experience in English for specific purposes (ESP) in a program that teaches business, medical or another specialized English. Computer-aided language learning (CALL) is increasingly important overseas, especially since the TOEFL is now computer-based. Any computer experience or expertise is an asset as are materials or curriculum development. The same is true for testing. Maybe you've even done some computer-generated exams (CGE) or computer-adaptive testing (CAT). The old adage is, "Try it at home before you export it!"

Most people considering a job abroad will have enough experience, but many will not have enough evidence of professional development. Do you belong to your local affiliate of Teachers of English to Speakers of Other Languages (TESOL)? How about TESOL International, The International Association of Teachers of English as a Foreign Language (IATEFL) or other professional teaching organizations? These memberships look good on a résumé or curriculum vitae (CV). Moreover, their publications and conferences provide a wealth of information as well as job and networking opportunities.

Have you published anything or presented at conferences? How many times have you gone to a presentation and thought, "I could've done that"? These accomplishments make you more marketable, more competitive. Sure you speak English, but so do a lot of other people. And as professional ESL/EFL standards improve, more people are acquiring the right qualifications. What sets you apart?

Finding Positions to Consider

How do you discover EFL job opportunities? Fortunately, you have lots of help with the World Wide Web. Many recent candidates have indicated that their job search began on the Web. Locate universities or schools in the region you've targeted, either by name or through the country's Web site. Try large international companies with satellite offices in the region. Also, visit ESL/EFL Web sites; Dave's ESL Cafe has a job opportunity section as do *TESOL Placement, The Chronicle of Higher Education, Times Educational Supplement, ESL Magazine Online* and *English Language (EL) Gazette*. Many TESOL affiliates also have Web pages with useful contact information. Once you've found a relevant Web site, there are usually a large number of links to other sites that may be helpful.

In addition to the Web, refer to the traditional hard copy versions of the above-mentioned publications as well as *Current Jobs International* and *EL Prospects*. There are also recruitment registers like the *English Language Training (ELT) Guide*.

Finally, go directly to the people in the field. Contact large international English programs like English Language Services (ELS), American Language Academy (ALA), Language Schools International (LSI), the British Council, and International House; they all have schools around the world. Call your alumni office or local TESOL affiliate. Contact your friends who already teach abroad. They often know of good jobs, and you'll already have a friend in the region.

Getting Considered for a Position

With all the resources available today, finding great job possibilities isn't difficult, but getting the interview may be. Regardless of your qualifications, you may be overlooked if you don't present yourself well. There are many books on how to create the ideal résumé or CV, but there are a few details that can make all the difference in the world.

First, there is a difference between a résumé and a CV: a résumé is a skeletal summary while a CV is longer and more detailed. For work outside the United States the traditional one-page résumé doesn't tell employers enough to get you an interview, and they usually won't contact you for more information. So, provide a fairly detailed account of your education and experience.

Employers expect to see what you've accomplished and may request copies of your degrees, transcripts, certificates or anything else that validates you. They may be bringing you across several continents perhaps for several years, so they may ask for more paperwork than an employer at home would. Few employers have time to read an entire CV (the latest estimate is 20 seconds). They need to see quickly what distinguishes you from other applicants

Be Nice and Keep in Touch...

BY BOB HUNKIN

They say that the difference between friends and relatives is that you can choose your friends. In the small world of teaching EFL, it is best to view one's colleagues as an extended family.

In my first job, a three-month summer school at Eurocenter in London, Terry was assigned to "look after me." (Mentoring was not yet a buzzword.) A middle-aged charmer and know-it-all who wore tweed jackets and cravats, he was not like my idea of a friend. However, since I knew very little and Terry claimed to know a lot, I did not risk rejecting his patronage.

When I woke up one morning to find that my summer job was over and that three months' teaching experience and an RSA Certificate were not as awe-inspiring to prospective employers as I had hoped, I phoned Terry. It turned out that Terry had *contacts!* After interviews with two directors of studies (DOS), I had two part-time college jobs that got me through the winter and into a lasting career in EFL.

Bob Hunkin in Oman.

A former colleague was also quite helpful to me as I sought my current position at United Arab Emirates (U.A.E.) University. I was intending to apply to U.A.E. University and heard that my ex-colleague Kathy was already working there. She was able to give me the inside information that an advertisement or even an interview rarely supply: Yes, we would get paid on time; the interviewers are very keen about X but not Y; don't accept the first house they offer you; and so on. In this case, Kathy even checked out houses for me in advance and recommended one. While other new recruits were still living out of suitcases in a hotel, I was sitting on my new sofa watching my new television!

As in any family, try not to get involved in feuds and don't burn your bridges behind you. The insignificant person you cleverly insulted five years ago could be heading the interview panel for your dream job next year. I have been that interviewer. Was I scrupulously fair? Yes. Did I try to persuade other interviewers that this was a great candidate and wonderful human being? Sorry, no.

So don't fall out with people you don't have to fall out with. Be nice and keep in touch. Take the advice of Dr. Samuel Johnson, the 18th century lexicographer, "A man should always keep his friendships in good repair." I would update that by adding "or woman" and "especially in the EFL business."

Hope to see you overseas soon.

Résumé Checklist

Cover Letter

- Use a standard letter format with appropriate headings, the correct contact name (if available), addresses and closings.
- Indicate the position for which you are applying.
- Summarize your experience.
- Highlight experience particularly relevant to the position (ESP, CALL, curriculum or materials development, testing, management, professional organizations).
- Affirm your interest and willingness to interview and maintain contact.
- Politely sell yourself; for example, "My approach to English language teaching is.... My...would surely be assets to your program." Or "It appears that the combination of my...and...would be particularly appropriate for this position."
- Even if using e-mail, send a formal cover letter and hard copy of your CV.
- Always follow up with a hard copy communication whether you accept the job or not.

Résumé/CV

- Be sure it looks professional.
- No typographical or spelling errors.
- Don't handwrite information.
- Summarize your strengths in a "Summary of Qualifications" section.
- List education, institutions, locations and years.
- List positions, institutions, locations and years with a brief description of the jobs.
- Use strong, positive, action words in job descriptions (e.g., "developed," "initiated," "increased," "improved," "facilitated," "created").
- Include special experience in job descriptions (ESP, CALL, curriculum or materials development, testing, management, professional organizations, etc.)
- Don't leave any gaps in year sequence.
- Have a colleague check your letter and résumé or CV.

(something other than the color of paper you use).

When creating or updating your CV, all the traditional rules apply. It should delineate the right qualifications and highlight your strongest points. It should also provide contact information.

Two important CV features are a "Summary of Qualifications" and a brief description of each job experience. The summary, in paragraph or bulleted form, includes years of experience and levels, special skills, other languages spoken, relevant overseas experiences, ESP, CALL, curriculum, testing, etc. The job descriptions should include essential reference information but should also describe your work with positive, active verbs and adjectives that show quality and quantity (i.e., developed and implemented communicative activities that increased student involvement and motivation in classes of 25 students of mixed ability). These two items save prospective employers time yet also provide details that they will take the time to read later, after you have made the short list for an interview.

Kevin Watson, left, pictured here in Japan, is an EFL instructor at Kansai Gaidai University in Japan and has taught English in Paris, Madrid, Taipei, Ukraine and the U.A.E. He recommends personal contacts and personal interviews for obtaining EFL teaching positions.

Unfortunately, a super CV alone is not enough. Your cover letter is also important and should spark the interest of a potential employer. The letter is specific whereas your CV is all-inclusive. The cover letter should explain how you fit their job description. It should also highlight any experience you've had with students from that county or experience in that country or in their specific institutional culture. Identify the person screening CVs or interviewing and address the letter to him or her. In the first paragraph, identify the position you are applying for and where you saw it advertised. Then show how your qualifications meet the job requirements as listed in the ad and politely explain why you would be a good candidate for the job. Some cultures may equate aggressive self-marketing with an inflated ego, so be careful. Close the letter by expressing your willingness to maintain contact and your availability for an interview.

If you fax or e-mail your cover letter and CV, always follow up by sending hard copies of both in the mail. Be sure to include all your contact information including your e-mail address. If employers can't get in touch with you, they can't give you an interview.

Preparing for Interviews

If your efforts pay off, you'll be preparing for interviews. Some institutions may pay for your travel, perhaps to their embassy, but it's more likely that you'll be investing in your career by traveling at your own expense. You may have a telephone or a teleconference interview. Many institutions rely on this type of interview either for financial reasons or if they need to hire quickly. Whatever the case, make the most of it and be prepared. As one EFL manager concisely states, "This is your opportunity to exhibit your ability, willingness and manageability."

As always, first impressions count and professionalism is always in style. ESL/EFL professionals often dress casually, but in an interview situation, slacks with a shirt and tie, if not a suit, are appropriate for men. Women should always dress modestly in a conservative dress, skirt or pant suit.

Bring a hard copy of your CV and supporting documents or a portfolio of your work to the interview. One EFL teacher we know has a three-ring binder full of testimonials and work samples. He's never been out of a job! Also bring a copy of the face page of your passport and some small passport-size photos.

If an institution decides to hire you, they'll ask you for the necessary additional documents. These may include a work visa, copies of all your degrees, transcripts, marriage and birth certificates (all authenticated by your own embassy), medical certificates and, in the Middle East, HIV tests. Some institutions may also conduct a background security check.

Be prepared to talk about yourself and your experience. Standard interview questions are still used, and some employers like to know how well you can think on your feet. Because you're applying for a teaching position, they want to know if you can speak in an organized and effective manner. Be concise and don't ramble. The rule of thumb is "broad on content, short on duration, thirty seconds per answer."

However, don't just answer their questions. Bring along some of your own. While you no doubt asked some general questions before deciding to take the interview, remember not to overwhelm a potential employer with too many specific questions before you have the opportunity for a face-to-face interview. The interview is the time to ask intelligent, specific questions. An employer may snap you up like a great white shark because you're a gourmet dish or more likely because you have "naive foreigner" written all over you.

Ask questions about classes and instruction. How many contact hours? More than 25 per week and you should begin to smell the sweat shop. What about classroom resources and textbooks? While it's possible to teach with chalk, a blackboard and an old grammar book, it's a bit overrated. How many students will be in a class? At 18 they begin to blur into a mass, and at more than 25 you may never learn their names. Will you be teaching childrens' classes? This means more preparation time. Some overseas employers think children's classes are the same as adult classes, only more lucrative.

Ask about professional issues. How will you be evaluated? Will you receive professional development and support? If you are a new teacher, you will definitely need this. You may ask about your salary. Some institutions will tell you immediately; others take time to review your CV, basing salary on specific items you've included, which is why a detailed CV is best. Remember, however, that money isn't everything. Weigh the benefits; for example, more vacation and less restrictive institutional policies in a foreigner-friendly environment may be worth more than a higher salary.

Ask about additional benefits. How many days of vacation are provided and when can you take them? Do you get housing? Return flights home each year? An end-of-contract gratuity? If you don't know, ask, or you may be disappointed. Medical and life insurance of the quality you'd expect are usually not part of the package. You should get the former before you leave and the latter when you arrive as it's likely to be cheaper than at home.

What about the community? Are there places where you can keep up your work-out schedule, go to movies, attend concerts and go shopping? Ask if there are other teachers that you can contact with additional questions.

After careful thought, accept a job that suits you, your needs and your interests. Your first job abroad may not be all that you've imagined, but once you're there, the opportunities are endless. The world becomes smaller and you soon build a network of friends who can help you find a job anywhere you want. So, have fun looking for and getting that English teaching job and, whatever you do, don't forget your passport!

Karen Asenavage is the Coordinator of the ESP Unit of the United Arab Emirates University and the past President of TESOL Arabia. She has worked in the United Arab Emirates for the past five years.

Bob Hunkin, RSA Diploma TEFLA, M.Ed. TESP, is an Assistant Coordinator of the ESP Unit at United Arab Emirates University. He has 20 years' experience in EFL/ESL and ESP as instructor, administrator and teacher trainer in the U.K., Spain, Portugal, Japan, Hungary, Oman and the United Arab Emirates.

continued on page 24

Top 20 Interview Questions

1. Tell me about yourself.
2. Describe your philosophy of ESL/EFL/ESP/EAP.
3. What are your strengths and/or weaknesses?
4. Describe your most successful teaching experience.
5. Describe your teaching style.
6. What are the broad responsibilities of a teacher?
7. Why are you interviewing with this school/institute/company?
8. How would you set up a specific program such as reading or for a specific client?
9. Describe a lesson plan for...(e.g., teaching present perfect, note taking, summarizing, etc.)
10. Where do you see yourself five years from now?
11. Describe the best manager you ever had.
12. What special characteristics do you bring to a job?
13. How do you divide your time among major responsibilities?
14. What aspects of your current job do you like most? The least?
15. What are or were your most important responsibilities?
16. How important is communication and interaction with others in your job?
17. What is or has been your role as a group or team member?
18. Describe a situation in which you experienced conflict and how you resolved it.
19. What are some of your non-work interests?
20. Describe your ideal job.

Top 10 Interview Problems

1. Candidate is unfamiliar with the job or organization.
2. Candidate offers information prematurely or sets limitations before receiving a job offer.
3. Candidate doesn't sell him/herself.
4. Candidate mentions too many personal biases or negative situations.
5. Candidate doesn't fit into hiring quotas.
6. Candidate is late with any part of the application, interview or process.
7. Candidate does not follow up on the interview.
8. Candidate lies or misleads the interviewer.
9. Candidate's CV has questionable periods or gaps of information.
10. Candidate is not qualified or is overqualified for the position.

Adapted from Gary Dessler, Personnel-Human Resource Management, *5th ed. Englewood Cliffs, NJ: Prentice Hall 1991.*

continued from page 23

Contacts You Need

Professional Development Organizations

- Professional Language Organizations—www.polyglot.cal.msu.edu/mfla/orgs
- Association for Supervision and Curriculum Development (ASCD)—www.ascd.org
- International Association of Teachers of English as a Foreign Language (IATEFL)—www.iatefl.org
- National Association of Foreign Student Advisors (NAFSA)—Inbox@nafsa.org
- National Council of Teachers of English (NCTE)—www.ncte.org
- TESOL International (TESOL)—Mbr@tesol.edu

Employment Contacts

- American Language Academy (ALA)—www.ala-usa.com
- British Council—www.britcoun.org
- Chronicle of Higher Education—www.chronicle.com/jobs
- Dave's ESL Cafe—www.eslcafe.com
- EL Prospects—+44 0 171 255 1972
- English Language Centers (ELS)—www.els.com
- ELT Guide—publ@tesol.edu
- Eurocenters—www.eurocenters
- Electronic Job Shop—www.go-ed.com/jobs/iatefl
- The International Educator TIE/IA—+0181 840 2587
- International House—www.international-house-london.ac.uk
- International Schools—Edustaffing%iss@mcimail.com
- TEFL Pro Network-JobLink—dmd@tefl.com
- TESOL—Career@tesol.edu, place@tesol.edu
- Yahoo Employment Directory—dir.yahoo.com/Education/

Health Insurance

- Blue Cross and Blue Shield—www.bcbswe.com
- Bupa International—www.bupa-intl.com
- Exeter Friendly Society—+44 1392 477 200
- ExpaCare—+44 1483 717 800, Fax: +44 1483 776 620
- Goodhealth Worldwide—sales@goodhealth.co.uk
- International Health Insurance—ihi@ihi.dk, www.ihi.dk
- Norwich Union Healthcare—nuhcint@norwich-union.co.uk

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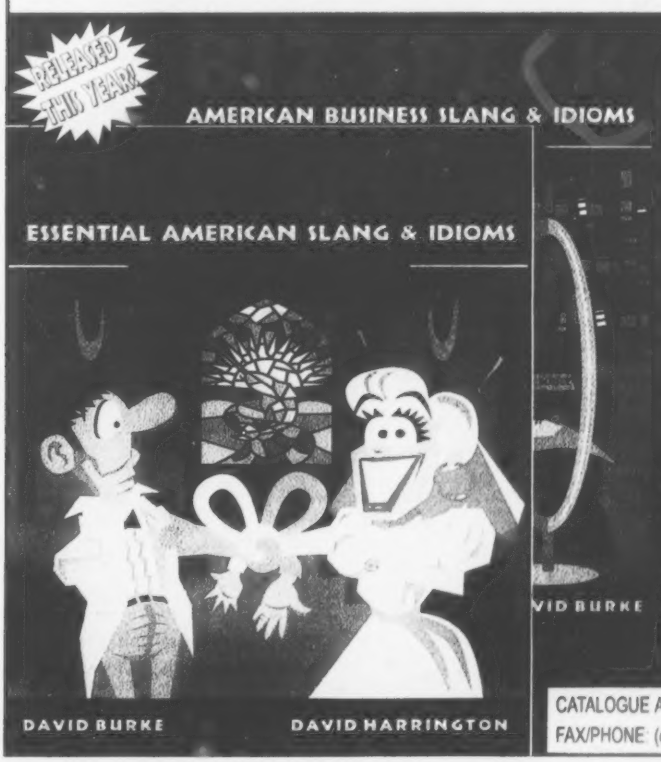
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Discussion Strategies

David Kehe and Peggy Dustin Kehe
Pro Lingua Associates, 1998

"I wanted to speak up in class, but I just couldn't." Either the class discussion went too fast, the student was shy, or the student didn't understand what was said. How many times have we heard remarks like this from our students? Like-wise, how many times have we asked, "How can I get my students to participate more in class discussions?" Help is on the way.

Discussion Strategies, the latest book by David Kehe and Peggy Dustin Kehe, published this year by Pro Lingua Associates, offers step-by-step, interactive solutions to problems of discussion freeze-up. At first glance, the book looks confusing because the content seems jumbled. For example, Student A uses pages 1-66; student B, pages 67-131; student C, pages 133-190. But, in fact, the book is very user-friendly and cleverly arranged in a series of information/discussion gap tasks in which the students learn and practice various discussion strategies. As the students perform these tasks, they learn how to participate in the natural give-and-take of discussion and how to fill in those gaps when they think that they have nothing to say.

In Units 1-27, the tasks are done in pairs or triads. This allows students to practice their discussion strategies within the security of small groups. The roles within the small groups are assigned in the task. For example in Unit 10, A reads the first part of the article; B and C interrupt and ask clarification questions; A clarifies. B reads the second part of the article, and A and C interrupt and so on.

Unit 28 is a summary discussion of all the strategies. Unit 29 is a model, teacher-led discussion. In the final units 30-38, the students lead small group discussions for 40-minute periods.

In most of the units, the discussion centers on an article of general interest such as "Telling Lies" or "Stress." Structured activities guide the use of strategies, and open-ended activities, such as reacting to your partner's opinions, allow the students to express themselves more freely.

A large number of discussion strategies (as summarized in Unit 28) are introduced, practiced and recycled: rejoinders, follow-up questions, clarification expressions, comprehension checks, answering with details, interrupting, words that describe, telling what you've heard, volunteering an answer, summary clarification, telling others' opinions, helping the leader, expressing opinions and referring to a source.

Discussion Strategies is an excellent text for a high-intermediate to advanced communication skills course for ESL/EFL learners interested in practicing and perfecting their discussion skills for either academic or professional purposes. Students gain confidence from small group discussions and progress toward leading large group discussions. The book provides support to help students feel comfortable in performing various discussion tasks. This is a worthy sequel to Kehe and Kehe's *Conversation Strategies*, a very successful text for intermediate students. *Discussion Strategies* offers a solution to discussion freeze-up and opens the channels of communication.

Virginia D. Lezhnev, Ph.D., teaches in the Intensive English Language Program and teaches Methodology of Language Teaching to Japanese teachers of English at Georgetown University where she is Senior CLED (Center for Language Education and Development) Instructor.

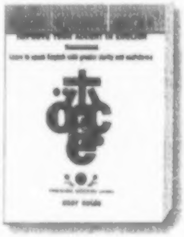
Clear Speech Works

Elizabeth Blackmer, Ph.D. and
Linda Ferrier, Ph.D.
CD-ROM, Royale Software

Clear Speech Works is a pronunciation improvement CD-ROM for Windows. It makes basic pronunciation instruction an engaging multimedia experience. It is easy to use, fun and effective.

There are 24 lessons, each of which focuses on specific sounds and aspects of English speech. The high-tech features bring the learning activities to life. At the beginning of each lesson an instructor explains the content of the lesson and why it is important. The activities begin with a listening exercise for the sounds targeted in the lesson. The "Discrimination Game" is scored like "Tic-Tac-Toe." The user can choose male or female voices as the model for this game and at any time throughout the program. The game can be played repeatedly with new words each time.

The next activity addresses minimal pairs. The user listens to the model then repeats and records his or her own voice. The user then plays back the model voice followed by his or her own recording. This feature is the heart of the program. The user gets immediate feedback by hearing the difference between his or her own speech and the model's. Learners can listen to and imitate the model as many times as they want. Users can save recordings on their hard drive or on a floppy disk, which is very useful for tracking progress.



The "Extra Help" feature includes video of facial close-ups and x-ray drawings that demonstrate how to move the mouth to form the words and sentences.

Lessons continue with sentences using the target sounds, professional vocabulary, workplace vocabulary and extra practice, all with the same procedure for recording.

The bank of words and sentences is large and comprehensive—over 5000 in total. Although the professional vocabulary targets working adults, *Clear Speech Works* can be used by a variety of learners in various settings, virtually anyone who wishes to improve their pronunciation.

The production quality of *Clear Speech Works* is highly professional. The video and graphics are strong and clear. A computer novice can use this program with ease.

Clear Speech Works is an excellent new tool for ESL students. My students have found it provides the instruction, practice and feedback they need to speak English with greater clarity and confidence. Suggested retail price: $79.95 U.S.

Erin Holmes teaches pronunciation to adults at Humber College in Toronto, Canada.

Chinese Students in the U.S.

Myths and Reality

BY FRANK TANG, PH.D. AND HELENE DUNKELBLAU, PH.D.

Over the past 20 years, there has been a dramatic increase in the Chinese-speaking population in the United States. At the time of the 1990 census, there were nearly 1.3 million people in the United States who spoke Chinese in their homes, approximately 98 percent more than in 1980. It is estimated that by the year 2000 the number of Chinese-speaking individuals in the United States may double again. This dramatic increase is reflected in the number of Chinese students enrolled in American public schools, many of whom are limited English proficient.

As more and more Chinese students enter our schools, educators are asking important questions: Who are these Chinese students? Do they all come from China? Do they speak the same language? What are their educational and linguistic backgrounds? What are their learning styles and strategies? Are they really a "model minority" made up solely of high achievers? And most importantly, how can educators work most effectively with this particular group of students? Being able to distinguish myths from the realities about Chinese students is necessary for teachers to be effective in teaching them.

Myth #1: All Chinese students come from China, and they all speak the same Chinese language.

Reality: Not all Chinese students come from China. In fact, Chinese students come from all over the world. Although the majority do come from the People's Republic of China (PRC), Taiwan and Hong Kong (now part of the PRC), many also come from Southeast Asia and Pacific Island countries such as Vietnam, Thailand, Malaysia, Singapore and the Philip-pines. A small number even come from Latin America and the Caribbean.

When we speak of the Chinese language, we are really referring to a group of eight mutually unintelligible dialects, loosely connected by a common writing system based on Mandarin Chinese. Therefore, in reality, Chinese students do not speak the same language, although the dialects can all be called "Chinese." For example, students from Beijing and the northern part of China speak exclusively Mandarin, the official language of China, but those coming from Shanghai or the provinces in the central and western regions of China speak Mandarin as well as a local dialect. Students from southern China, however, speak Cantonese even though they usually can also understand and speak Mandarin.

Because most of the early Chinese immigrants to the United States came from southern China, a large number of Chinese immigrants in America speak Cantonese. However, the number of Mandarin speakers in this country has increased rapidly since the 1980's. In the past few years large numbers of students have come from Fukien Province, which is in southeast China. These students speak Fukienese, a dialect totally incomprehensible to the rest of the Chinese population.

Students from Hong Kong speak primarily Cantonese, but this may change in years to come as Mandarin is now promoted in the schools since Hong Kong returned to China in 1997. Almost all students from Taiwan speak Mandarin though many of them also speak Mingnan, the Taiwan dialect.

It is interesting to note that Chinese students from southeast Asia and Pacific Island nations also speak different Chinese dialects. Students from Singapore and Malaysia generally speak Mandarin, but those from Vietnam and the Philippines speak mostly Cantonese.

In light of this, it is important for teachers to recognize that Chinese students will often have a rich linguistic background and sophisticated linguistic ability even though they may have only basic facility in English when they first arrive in the United States. Their language background, which may even include advanced literacy skills in Chinese, is an asset to draw upon in helping students acquire English.

Myth #2: Chinese is very different from English. Thus, negative transfer often takes place in the process of learning English.

Reality: It is true that Chinese is very different from English, at least on the surface. English is a phonetic language with an alphabetic writing system; Chinese is an ideographic language in which the basic unit is the character which is made up of strokes that form components that have meaning and, sometimes, phonetic value. English is multisyllabic and inflectional while Chinese is monosyllabic and non-inflectional.

Because of these differences, Chinese students encounter certain difficulties when learning English. They tend to have trouble relating English sounds to irregular spellings. They must also work hard to learn structures such as the third person singular "s," verb conjugations, plurals, articles and certain prepositions, none of which exist in Chinese. They also have difficulty with certain verb tenses and aspect.

It should be noted, however, that Chinese and English share many similarities in phonology, morphology and syntax. In general, Chinese students have little difficulty acquiring relatively accurate English pronunciation although depending on their native Chinese dialect, they may have trouble differentiating among English short vowel sounds, between the consonants /l/ and /r/, and pronouncing "th" sounds, which do not exist in Chinese. In morphology, Chinese characters can indicate meaning in the same way that prefixes and suffixes do in English. In syntax, basic sentence structure is the same in both languages: subject + verb + object. These similarities mean that knowing Chinese is not a hindrance to the acquisition of English and in some ways may even facilitate it.

Myth #3: Chinese students share similar cultural values and educational backgrounds. They take schooling very seriously, study diligently and tend to be high achievers.

Reality: Chinese students do share many common beliefs about culture and education even though they may come from various parts of the world. Education is highly esteemed and a good education is deemed indispensable for future success. Although the PRC and Taiwan have totally different political systems, their educational systems are amazingly similar in that both emphasize the acquisition of basic knowledge and skills, and both incorporate moral and cultural education into the curriculum throughout the grades.

Common belief in the value of education, however, does not guarantee that all students will have had the same preparation before coming to the United States. Even students from the same Chinese speaking country do not have the same attitude towards learning. Students from the PRC, for example, may differ considerably from each other in their academic preparation depending on which part of the country they come from. Students from large cities, such as Shanghai and Beijing, are generally far better prepared academically than students from remote inland or rural areas. This is due to the uneven distribution of both human and material resources in education. The same is true for students from Hong Kong. Those from the elite all-English schools are far superior in both academic competence and English proficiency to students from public schools where Chinese is the medium of instruction.

The idea that all Chinese students are high achievers and "whiz kids" is a fallacy. While it is true that many Chinese students do work very hard and achieve high scores on tests such as the Scholastic Achievement Test, there are perhaps as many who fail their classes. In New York City public schools, for example, statistics show that the dropout rate for Chinese students has risen in recent years, perhaps because most of the recent arrivals from China are from remote rural areas. These students bear little resemblance to "high achievers" or "model minority" students. They have received little education, no prior English training and many of them are even illiterate in Chinese. These students often do not consider school to be the key to success, nor do they take learning seriously. They may want to pass their classes and get their diploma, but they may not have enough self-confidence or may not work hard enough to reach high academic goals. Instead, they set the goal for themselves to make quick money in sweatshops or restaurants.

It is important for teachers to remember that Chinese students, like any other ethnic group, come from a variety of educational backgrounds. Teachers must use good diagnostic and placement tests in both English and Chinese whenever possible to determine early on the students' educational and socio-economic levels. This will help guard against unreasonable expectations about their students. The better teachers know their students, the better chance they have of working with them successfully.

Myth #4: Chinese students tend to be quiet in ESL classes, reluctant to participate and weak in verbal ability. They enjoy learning in a teacher-centered classroom, listening to the teacher's lecture, taking notes, doing repetitive drills, studying grammatical rules, reading and reciting texts.

Reality: To a certain extent, this is true. However, to put Chinese students' learning behavior into perspective, one must first understand the traditional Chinese attitude towards learning. To most Chinese, learning involves the mastery

English and a New Dream

Zhen Wu knew very little English when he came to the United States from Shanghai, China in the summer of 1997. He became a student at Liberty High School, an alternative high school for recent immigrant students in New York City. At school he had four periods of English each day and one period of mathematics, biology and global history taught by Chinese-English bilingual teachers.

In the ESL classes, he was taught how to understand, communicate, read and write English. The American teachers often asked the students to speak up in class, participate in group activities and complete various individual projects. The teacher also took the class to museums, libraries and even Broadway shows. While the field trips were fun, talking and writing about the trips were not. Zhen Wu often had to spend the entire evening writing down what he saw and learned during the trip so that he could report to the class the next day. At first, Zhen had a hard time adjusting to the American way of teaching and learning. He said, "Our ESL teachers rarely teach us any grammar, nor do they correct our errors in speaking. They just tell us to speak up and write down what's in our minds."

After a year's study, Zhen Wu has made great progress. Most importantly he has found the confidence he had lost. He is no longer quiet or timid. He has begun to participate more often and learn more actively.

Zhen Wu paints "Freedom," a mural which he designed and painted for Liberty High School.

Zhen Wu not only learned English and other academic subjects thanks to the ESL and bilingual teachers, but he has excelled in art. His talent was discovered by the school principal. Zhen Wu then participated in an art project to paint the entire wall of the fifth floor of the school building. Later he was selected to assist the school's art teacher and to participate in another art project outside of school. In a year's time he has won three city-wide art awards.

Now Zhen Wu is a student in the intensive English immersion program at LaGuardia Community College City University of New York (CUNY). His plan is to pass the CUNY English reading and writing tests in a year and start his formal college education as soon as possible. When asked about his learning experience in the United States, he said, "I have to thank my teachers in Liberty High School and my parents. They have taught me so much and given me so much help. Without their support, I would have dropped out of school a long time ago."

Zhen Wu's father used to be a famous Peking opera artist and his mother a fashion designer in China. As neither speak any English, they now work in the packing department of an arts and crafts company. "I hope I don't have to follow them to change career. I must learn English well enough to make my dream come true." Zhen Wu dreams of becoming a computer art designer.

of a body of knowledge. Students are expected not only to master the knowledge but also to be able to reproduce it. The main sources of knowledge are the teacher and the textbook. That is why Chinese students have great respect for teachers and reverence for books. This attitude towards learning is rooted in the teaching of Confucius: "It is always useful to open a book. When the time comes to use your knowledge, you will regret how little you have read." Within this approach, learning a foreign language becomes mastering its vocabulary, phonetic and grammatical rules, and memorizing classics of the target language.

From the traditional Chinese point of view, intelligence is not necessarily measured by how well one expresses oneself in public but by the ability to retain and reproduce a body of knowledge acquired through arduous study. Verbal ability is rarely emphasized in the classroom. Few students want to make a mistake in front of the class, which would mean losing face. Moreover, students are not evaluated by how they speak but by how they perform on written tests.

However, English language education has been changing lately. In both the PRC and Taiwan, instruction is beginning to move away from traditional grammar-translation and audio-lingual approaches towards communicative language teaching (CLT). In the PRC, for example, a recent joint project between the official People's Education Press and Longman, Inc. has produced a series of English textbooks for the nation's students from grades four to 12. Unlike any of the previous textbooks, this new series has integrated CLT and a structural syllabus. Gone are the explicit grammar presentations, monotonous mechanical drills and simplified reading texts. Instead, one sees situational dialogues, meaningful practice of language skills and interesting, authentic readings. According to the teacher's manual, students should be encouraged to participate in group activities, oral presentations and communicative practice.

If this trend continues, American educators will see a new type of Chinese student, one who is more vocal, more willing to volunteer answers and more active in using English. Until that time, teachers must be patient with their Chinese students and should consider some of the latest research, which reveals that Chinese students tend to be more actively involved in learning in a more friendly, low-anxiety learning environment in which they feel respect and encouragement from both their teacher and peers.

Myth #5: Chinese students tend to be docile, obedient and well-disciplined. They have a lot respect for teachers, and they never complain about them.

Reality: Chinese children are taught to respect their teachers from the time they are very young. They look upon their teacher as repositories of truth and knowledge and expect them not only to have a profound understanding of a subject but also to be good at making systematic presentations and clear explanations of difficult points. In the traditional Chinese view, the teacher is an authority who leads students from the unknown to the known, and authority is to be respected, not questioned or challenged. It is, however, a mistake to think that Chinese students never complain. Yes, they may never challenge a teacher by asking questions in class or by pointing out a mistake that a teacher has made. Yes, they may never complain to a teacher's face or file a written grievance to the principal. Yet they do complain, and they complain a lot when their expectations of a teacher are not met. To whom do they complain? They complain to their parents, friends and anyone they trust.

What do Chinese students complain about? Many feel that American teachers are "lazy" because they do little lecturing, don't provide enough explanation of reading material and tend to use group activities or "games." American teachers are "irresponsible" because they do not give students enough written homework to do, nor do they collect or correct their homework. American ESL teachers are "not well organized" because they often have too many activities in one class and don't provide enough systematic teaching of structure and rules.

Obviously, these complaints are the result of misconceptions about the American educational system and its philosophy of active participation in the classroom and misunderstandings about the role of the teacher, who, in this country, is looked upon more as a facilitator of knowledge rather than a provider of knowledge. Therefore, a rule of thumb to work effectively with Chinese students is first and foremost to win their trust and show them you care. Once they like and trust you, they will open their hearts to you and will respect you. You might even want to try to find time to work with them individually after class. In class, it is helpful to make explicit your expectations of student behavior and to explain the importance of class participation in learning. Free, voluntary reading and writing programs also work well with Chinese students.

Myth #6: Chinese parents are very supportive of their children in education. They go to great lengths to push their children towards academic success.

Reality: This statement is partially true. Chinese parents do have great expectations of their children and support them in their school work. Anecdotes and research findings seem to support this common belief. The following story demonstrates the high expectations Chinese parents hold for their children: A mother asked her daughter about the grade she received on a test. The daughter answered, "90." The mother said, "90? Well, if you had studied a bit harder, you might have gotten 95." So, the daughter studied harder and got a 95 on the next test. The mother then suggested, "How about 100 next time?" So, the daughter studied harder and got a 100. This time the mother said, "Very good. Now, will you be able to keep it up?"

This anecdote is a good example of the research findings of Stevenson and Stigler that were reported in their book *The Learning Gap* (1992). As part of their study, they asked a group of American mothers in Chicago and a group of Chinese mothers in Beijing the following type of question: "Suppose your child takes a math test and the average score for the class is 70. What score do you think your child would get?" The American mothers reported an average of 82 and the Chinese mothers, 85. Then they asked the parents to give the lowest score with which they would be satisfied. The American mothers reported an average of 76 and the Chinese mothers reported 94! This shows that American mothers would be satisfied with scores lower than those they expect from their children, but Chinese parents would only be satisfied with grades higher than they had expected.

Now let us ask whether Chinese ESL students in the United States receive the same parental support as they did in their home country or whether their parents still hold such high academic standards for their children. Numerous anecdotes about Westinghouse scholarship winners of Chinese descent seem to indicate that Chinese students continue to experience high expectations as well as strong support from their parents. However, a more careful look reveals that most of the award-winners are from middle class families or families with parents who are highly educated professionals. But what about immigrant working class parents who may not have much education? Because of their relatively low socio-economic status and limited English proficiency, many of these people have had to give up their original professions to work in garment factories or restaurants or take other low-income jobs in which they are compelled to work long hours.

For this group of parents, support for their children is often reduced to moral support or verbal encouragement. They have little time to actually sit down and help their children with schoolwork. Also, even if they would like to help, their limited ability in English prevents them from giving substantial help. Their lack of English also prevents them from attending parent-teacher conferences or maintaining regular contact with teachers. Many students come from families in this situation, and the lack of family support should not be ignored.

ESL teachers are often an immigrant student's first contact in their new country. Getting to know your students' social and economic background is vital for providing them with the service they need. Having an interpreter keep parents informed of school regulations and student performance is extremely helpful. Sending notices and report cards in Chinese as well as in English is another effective way to keep parents informed. Sometimes teachers need to reach out to parents who do not come to parents' meetings. Considering the respect the Chinese people have for teachers, direct communication (even through an interpreter) with parents will always receive more attention than merely sending a note.

Conclusions

The stereotype of Chinese students is that of a highly successful group of "model minority kids" or "whiz kids." It is assumed that they all come from families that are caring and supportive, and it is believed that they bring with them a strong belief in education and sound academic preparation.

Contrary to these myths, there are significant differences among Chinese immigrants who come to the United States, considerable differences in socio-economic background, parental expectations and support, learning styles and strategies, and school performance. While as a group, Chinese students may still appear quite successful academically, we should not ignore the growing number who are in desperate need of help and attention. Let us not confuse myths with reality but make a real effort to know our real Chinese ESL students.

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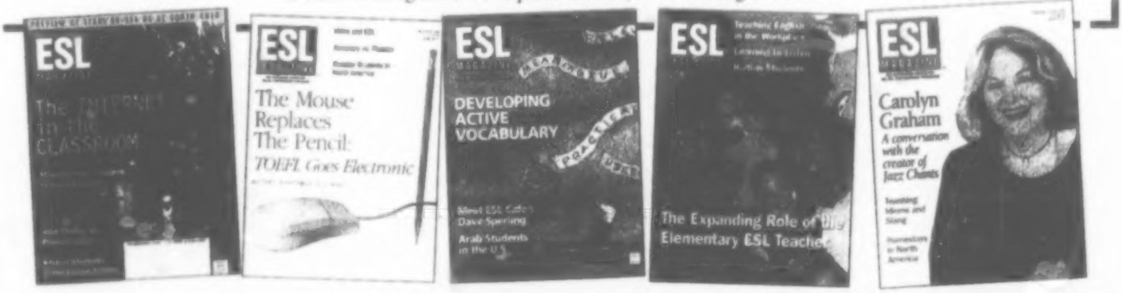
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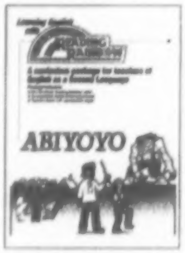

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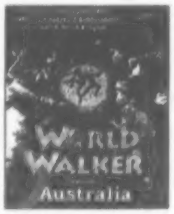

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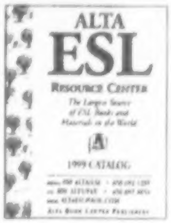

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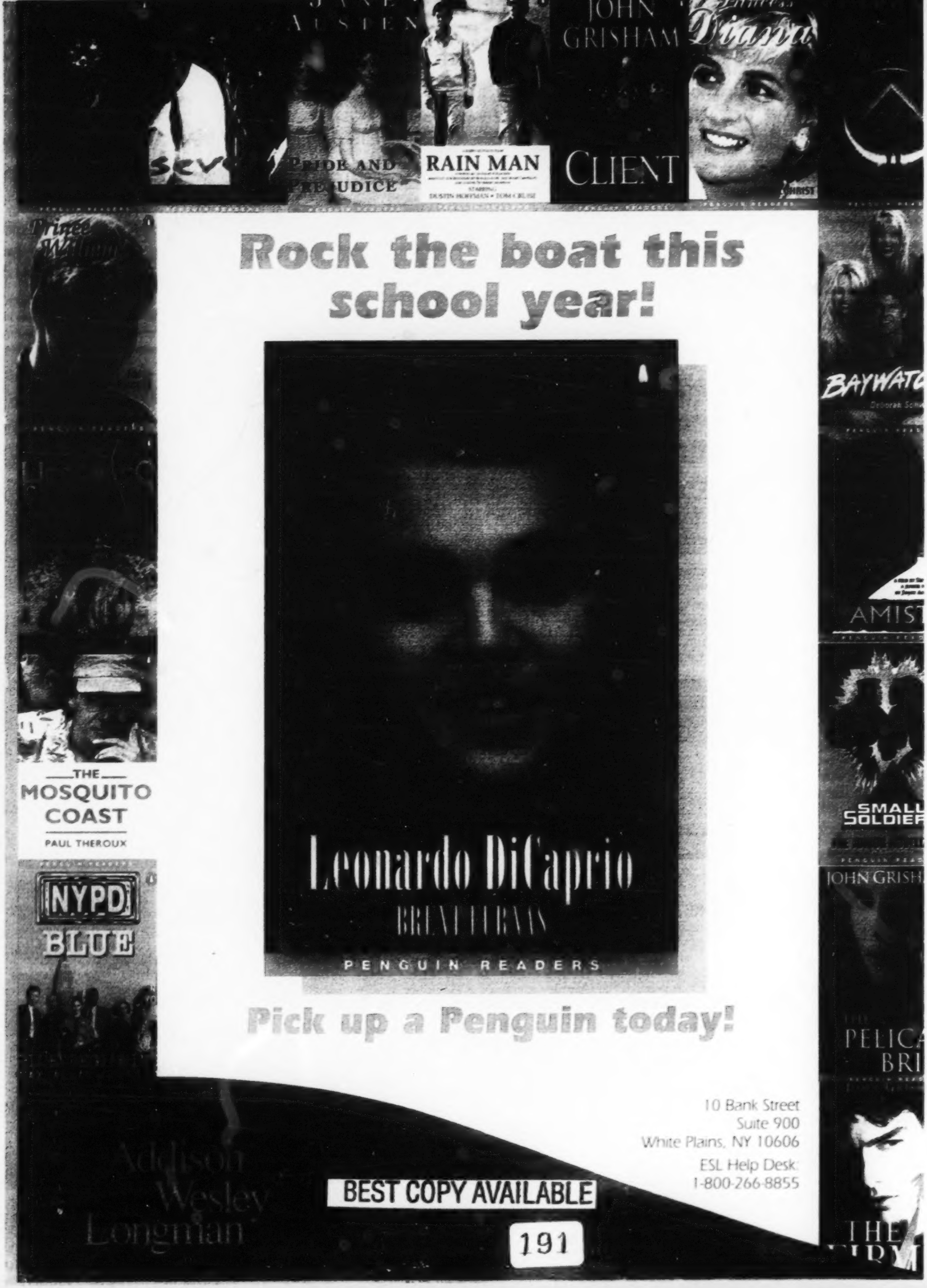
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